



MEREDITH
COLLEGE

Raleigh, North Carolina

undergraduate catalogue
2008-09

I Believe...

everything. Yes, I can learn, and I can grow. I can be taught.
I'm ready to try something new, that I don't know even yet. I'm learning by doing, even if
I am a good communities. There's a big world out there, and I need to see it. I believe
that leadership can be taught. And I plan to learn from the best. There are good communities. There's a big world out there.
There's a big world out there. I believe that a good life sta

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Meredith College

Undergraduate Catalogue

VOLUME 32

2008–09

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Requests for Meredith catalogues should be sent to:

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Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298*

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President's Message

Maureen A. Hartford, Ed.D.

"Educating women to excel"—that is Meredith's mission. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you will value as a Meredith student and even more as a Meredith alumna.

Our beautiful campus is a warm and friendly community of diverse and talented learners, seekers and leaders. Each year, our students hail from large cities, urban centers, small towns and open country neighborhoods. We welcome students from the United States and from nations throughout the world. As a Meredith undergraduate, you are expected to engage in the broader community, to be a woman of honor and integrity, to care about your fellow students, and to challenge yourself intellectually.

Your experience at Meredith will be uniquely yours, and you will reap tremendous benefits of several efforts underway that are taking Meredith College to new levels of excellence. In Vision 2010, the College's long-range strategic plan, we are accomplishing an ambitious vision to become a nationally recognized women's college known for its academically rigorous and transformative education. Through this plan, our focus is on educating engaged global citizens and leaders, supporting a stimulating environment for living and learning, and creating more venues for Meredith to be known in the world.

Women now have more choices and more opportunities than any previous generation. Women's colleges, like Meredith, have historically produced far more women leaders in this country than their numbers would predict, because women's colleges take women seriously. At Meredith, we accept the challenge, responsibility and privilege of helping you become the person you want to be: educated, confident, compassionate and successful.

Maureen A. Hartford, Ed.D.
President

... that I'm ready to try something new. . . in learning by doing – even if I get my hands dirty in the process. . . there's a big world out there. And I'm ready to take my place in it. . . that the best education lasts a lifetime. . . I Believe that a good life starts here. At Meredith.

Meredith College: Overview

Mission

Founded by the Baptist State Convention of North Carolina in 1891, Meredith College is now an independent comprehensive institution for women and a community devoted to learning for life in all of its dimensions. In 1997 the Meredith community adopted the following statement of mission:

In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the college values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.

With an undergraduate enrollment of 2039, a faculty student ratio of 10:1, and an average class size of 16, Meredith is well-positioned to foster such a community of committed learners. The college also serves several hundred women and men through the John E. Weems Graduate School and the non-credit offerings of its continuing education programs.

History of the College

The rich heritage enjoyed by the Meredith student of today began in 1835, when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a “school (to) be modeled and conducted on strictly religious principles; but that it should be, as far as possible, free from sectarian influence.” Baptist Female University was chartered in 1891; students were first accepted in 1899. Ten years later it was named Meredith College. Its campus, originally located near the capital of North Carolina, was moved to its present west Raleigh site in 1926. In 1997, Meredith College became independent of the Baptists.

Meredith’s seven presidents have been James Carter Blasingame, 1899–1900; Richard Tilman Vann, 1900–1915; Charles Edward Brewer, 1915–1939; Carlyle Campbell, 1939–1966; Earl Bruce Heil-

man, 1966–1971; Craven Allen Burris (Acting), September–December 1971; John Edgar Weems, January 1972–1999; and Maureen Hartford, 1999–present.

The Academic Experience at Meredith

Meredith offers four undergraduate degrees:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Music
- Bachelor of Social Work

Students may select from 47 undergraduate majors and concentrations as well as 47 minors. Academic programs are administered by 17 departments and schools. *A complete list of academic programs appears on page 57.* Students may supplement any major with courses and practica in teaching offered by the Department of Education. Students in all fields complete 50–69 credit hours of general education course work.

Building upon an established liberal arts tradition, Meredith is meeting challenges of the 21st century with several important initiatives. These include a bold general education program, the Meredith Technology Initiative, undergraduate research, and civic engagement.

The Vision 2010 strategic plan addresses Meredith’s commitment to prepare women to become engaged global citizens and leaders through increased emphasis on internationalization and leadership development.

Making Connections, Making a Difference: Meredith’s Unique Approach to General Education

A quality education takes its shape from stable academic tradition and the innovations of a changing world. In Meredith’s general education curriculum, the faculty have identified several key relationships between learning and living that are the core of the Meredith educational experience and anticipate the world our graduates will inhabit and lead. In a series of three cross-disciplinary courses, students and faculty explore relationships between the individual and culture, intercultural relationships, and local/global connections. The learning process in these courses emphasizes collaboration, critical inquiry, problem-solving, ethics, and effective communication. Electives within our program also reflect these themes and address competencies needed in a technological, global world. *See page 58.*

Meredith Technology Initiative

In 2001 Meredith became the first women's college to adopt a campus-wide laptop program as part of a broader technology initiative. Students receive IBM/Lenovo Notebook computers loaded with professional and educational software. Hardware and curricular applications are supported by a staff of trained and certified IT professionals. At the beginning of the junior year, students receive an updated laptop computer which becomes their property when graduation and eligibility requirements are met. The portability of the computers, made possible through a wireless network, enhances both individual and collaborative learning experiences and helps prepare students to use technologies found in the workplace. <http://www.meredith.edu/mti/>

Undergraduate Research

The Undergraduate Research Program supports faculty/student partnerships in the pursuit of research and creative activity in all fields and disciplines. College funds support these projects and underwrite travel costs for students presenting their work at conferences. Students may earn course credit for this work, and in some instances stipends are awarded to students who collaborate with faculty on research.

Each spring a *Celebrating Student Achievement* event highlights the research and creative activity of Meredith students. This day of exhibitions, performances, scholarly presentations, and socializing brings the Meredith community together to share successes and inspire new levels of accomplishment. *See page 48.*

Civic Engagement

Through personal example and generous commitment of resources, President Hartford has inspired the Meredith community to offer service to others — both locally and far afield. Student, faculty and staff volunteers offer their time to MeredithReads, a literacy program; Meals on Wheels; Habitat for Humanity; and a number of other agencies. Through Meredith's Service-Learning program, coursework is enhanced with service-related experiential learning opportunities with a variety of community partners. Through service-learning, students investigate important social issues such as homelessness, poverty, endangered species, and support for families.

Other Distinctive Features and Programs

Honors Program

The Honors Program at Meredith offers an enriched academic and co-curricular program of study to gifted, motivated students. The college actively recruits honors students and offers the rigorous and relevant academic experiences that such students expect. Through common course work and individualized study and research, honors students acquire a superior intellectual foundation as they explore subject areas of interest. The program, which spans four years, challenges the honors student to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communication skills; to achieve a clear sense of life direction; and to develop as a substantial and whole individual. *See page 50.*

Teaching Fellows Program

Meredith is designated as a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, offers incentives to encourage talented students to pursue teaching careers in the state. In exchange for a commitment to teach in North Carolina public schools for a minimum of four years upon graduation, Teaching Fellows receive a scholarship/loan award, which is matched by the college. Meredith Teaching Fellows receive specialized advising and are invited to enroll in Honors courses. If you are an outstanding young woman who has decided that teaching is your career choice, then our Teaching Fellows Program may be your wisest choice. *See page 51.*

Study Abroad Programs

Generations of Meredith students have given further substance to their education by spending a year, a semester, or a summer term abroad. Traveling and studying with Meredith faculty, student groups earn course credit in Austria, Italy, Switzerland, England, France, Spain, Sri Lanka and Central America during the summer months. Cooperative arrangements with affiliates offer semester-long programs in Australia, China, the United Kingdom, Ghana, New Zealand, South Africa, Costa Rica, Argentina, Chile, France, and Spain. In response to student interest, the Office of Study Abroad helps students select top quality programs in other parts of the world. *See page 48.*

Domestic Off-campus Programs

Meredith students may also spend a semester in New York or Washington. *See page 50.*

Cooperating Raleigh Colleges

Although all required courses in all academic programs are available on Meredith's campus in a planned rotation cycle, students may opt to enroll in a course at four local colleges or universities without additional tuition. See *CRC, page 41*.

Career Preparation

A fruitful college experience combines intellectual inquiry and experimentation with movement toward career and personal goals. The Meredith College Career Center involves students in a series of reflective and practical activities to this end. Students at all levels are encouraged to attend Career Center seminars, to work with career counselors to assess their interests and strengths, and to take advantage of career planning services. The Career Center organizes job fairs and hosts interviews with employers. In addition, each academic program exposes students to career options and helps students develop career-specific competencies. Internships, research, and other practical experiences are required in some areas and encouraged in all. Surveys of recent graduates typically indicate that within six months of graduation 97 percent of respondents seeking employment have found positions. Twenty-two percent of respondents are continuing their education.

Faculty

Faculty who choose a career at Meredith embrace teaching, advising, and mentoring as their highest professional priorities. Effectiveness in these roles also demands ongoing study, research, and various forms of professional involvement. Balancing these numerous functions, professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

Meredith faculty participate in the leadership of the college, serving on committees, writing grants, and helping to envision and plan for growth and change. They serve the Triangle area community through a range of volunteer efforts.

In fall 2007, the College employed 140 full-time and 118 part-time faculty. Ninety percent of full-time faculty have earned the doctorate or other terminal degree at 75 or more graduate institutions in the United States and abroad. Faculty members have received grants and awards from such institutions as the Guggenheim Foundation, Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

The Meredith Campus and Community

Every student who enters Meredith brings a unique combination of goals, expectations, concerns, cultural perspectives, and individual talents. A committed staff of Student Life professionals works in support of the college mission to help students seek new levels of self-understanding and achievement. A wide range of extracurricular activities and programs provide opportunity for creative expression, religious and spiritual reflection, service, leadership, friendship, and the sharing of specialized interests. Faculty advise and support student organizations and share in college traditions, both old and new.

The Meredith campus serves as residence for about 94 percent of entering freshmen and approximately 50 percent of all undergraduate degree-seeking students. The 225-acre campus, located at the edge of Raleigh and a short drive from Research Triangle Park, has been developed to sustain its natural beauty and a sense of safe, peaceful living. Within reach are rich cultural experiences, including drama, music and the visual arts, and ever-expanding opportunities for internships and field placements in state government, education, business, technology, human services, and the sciences.

Meredith facilities, including a 600-seat auditorium, a 1200-seat amphitheater overlooking the lake, and flexible meeting space with dining services, are available for use by off-campus groups.

Meredith's Nondiscrimination Policies

Meredith College admits qualified women students to the undergraduate program without regard to race, color, national origin, age (as defined by the Age Discrimination in Employment Act), religion, disability, veteran's status, or sexual orientation. The college does not discriminate on the basis of race, color, national origin, age (as defined by the Age Discrimination in Employment Act), religion, disability, veteran's status, or sexual orientation in administration of its educational policies, scholarship and loan programs, or athletic and other school administered programs.

College policies and administrative practices accommodate the needs of students with disabilities. The college does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to Disabilities Services in the Counseling Center in Carroll Hall, 760-8427 or **DisabilityServices@meredith.edu** or the Americans with Disabilities Act Coordinator, the dean of students, in the student development office in the Park Center, 760-8521.

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Meredith College.

The Commission should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

The college also maintains the following specialized accreditations:

- National Association of Schools of Music
- Council on Social Work Education
- Council for Interior Design Accreditation
- National Council for Accreditation of Teacher Education (NCATE)
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
- The Didactic Program in Dietetics and the postbaccalaureate Dietetic Internship Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL 60606-6995, telephone (312) 399-4876).

The college has approval from the following agencies:

- North Carolina Department of Public Instruction (initial and advanced teacher licensure programs)
- North Carolina Teaching Fellows Commission
- American Bar Association (postbaccalaureate, non-credit Paralegal Program)

Outcomes and Recognition: Consumer Information

Various surveys and studies confirm that Meredith students and alumnae typically have satisfying experiences, that they would make the same choice again, and that they would recommend the college to potential students. Retention and graduation rates are well above national averages. Approximately 75 percent of entering freshmen return for their sophomore year. An average of 65 percent of full-time first-time students are graduated from the college within six years, with 54 percent completing within four years. And the results on the National Survey of Student Engagement show that Meredith students rate Meredith more highly than the national means on five areas of effective educational practice: level of academic challenge, active and collaborative learning, faculty-student interactions, enriching educational experiences, and supportive campus environment.

Meredith is happy to provide students with information about graduation and persistence statistics, financial assistance programs and policies, and campus safety and security reports. Information may be requested from the Office of Admissions.

Graduate Programs

The John E. Weems Graduate School of Meredith College offers four master's degree programs:

- Master of Business Administration (M.B.A.)
- Master of Education (M.Ed.) with concentrations in Elementary Education, Reading (K-12), English as a Second Language (K-12), Special Education (General Curriculum K-12) and Academically and Intellectually Gifted (K-12).
- Master of Arts in Teaching (M.A.T.) with concentrations in Elementary Education and Special Education (General Curriculum K-12).
- Master of Science (M.S.) in Nutrition

Professional Studies Programs

Also, offered through The John E. Weems Graduate School is a post-baccalaureate Dietetic Internship. The Dietetic Internship is accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association. A post-baccalaureate paralegal program, approved by the American Bar Association, is also offered.

For a full description of these programs and their requirements, please contact the Graduate Studies office at (919) 760-8423 or email graduate@meredith.edu or visit our web site at www.meredith.edu/graduate.

Community Programs

Meredith takes a leadership position in offering lifelong learning opportunities to the Raleigh community and surrounding areas. Meredith's Community Programs respond to the needs and interests of lifelong learners with noncredit courses and programs for children and youth. For more information visit www.meredith.edu/outreach.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each applicant is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, sexual orientation, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Social Work. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. The College also welcomes non-degree seeking students to its credit classes (see pages 16–17). Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status (page 31). The College also enrolls adult women who enter through the 23+ Program admission option as commuting students, and by exception, on campus.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other Southern states, students from across the country and beyond are sought. Students from minority groups, from all economic levels, from public and private schools, from other countries, and from any religious background are encouraged to apply. Admission decisions are made without regard to financial need factors. *Students interested in receiving financial aid are encouraged to read the catalogue section on financial assistance beginning on page 20 and contact the Office of Financial Assistance at (919) 760-8565.*

Admissions Options

Meredith College provides two undergraduate admission programs: Traditional Admission and 23+ Program Admission. All students under the age of 23 and all international students who require a student visa must apply for Traditional Admission whether applying as a freshman, transfer or re-admission candidate. All students applying to pursue a second baccalaureate degree, and any re-admission candidate who is 23 or older and whose admission had been confirmed when she left the College, are advised to apply through the Traditional Admission program as well.

Women who are 23 or older have the option of applying for 23+ Program Admission (page 14) or through the Traditional Admissions route. Women who have been out of college for some time,

or who are enrolling in college for the first time, are advised to apply for 23+ Program Admission. Graduate admissions are processed in the John E. Weems Graduate School (919-760-8353).

Traditional Admission: Freshmen

The following items are required of students seeking traditional admission:

- ☐ Meredith College application (available in the Office of Admissions or online at www.meredith.edu/admissions/)
- ☐ A non-refundable application fee of \$40* or acceptable fee waiver
- ☐ All official secondary transcripts, including class rank (when available)
- ☐ SAT/ACT Test scores
- ☐ Teacher recommendations
- ☐ High School official recommendation
- ☐ Personal Statement
- ☐ Health Report (required of students accepted for admission).

Each item is described in detail below.

*A student for whom the \$40 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, which should reflect all courses attempted, academic performance, and class standing. An official high school transcript, including a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant must present at least 16 units of secondary school credit earned in grades 9 through 12, taken in English, foreign language, mathematics, sciences, history and social studies. Her program must include the following units:

Minimum Academic Course Program

English	4
Foreign Language	2
Mathematics	3
<i>(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)</i>	
Science	3
History/Social Studies	3
Electives	1
<i>(chosen from academic subjects listed above)</i>	

Careful attention is given to the applicant's grade average in the

academic subjects. Generally, a student is expected to present a challenging academic program, including honors, advanced placement and/or international baccalaureate level work. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is an indicator of the quality of her high school work. A student is expected to be within the college bound population. Although in a typical freshman class 50 – 55 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school attended.

Admissions decisions are normally made during the applicant's senior year, with acceptance contingent upon continuing satisfactory academic performance and successful completion of the student's course of study.

Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the college. In recent classes, the middle fifty percent of enrolling students have scored between 950 and 1130 combined on the verbal and math sections of the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official copy of her score report sent to Meredith College. This test should be taken after January of the junior year and before December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board website, www.collegeboard.com. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores. If a student chooses to take the ACT, she must complete the version with the writing sample.

ESL STUDENTS

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. (*International students, especially those who will be traveling on a student visa, should see page 15 for testing expectations.*)

Official SAT-I or TOEFL scores may be reported to Meredith with the code number **5410**; for ACT score requests, the code number is **3126**.

Recommendations

Recommendations often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is required to provide recommendations from a school official. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to obtain further information about an applicant's scholastic

abilities. These recommendations are used for admissions decisions only; they do not become part of an enrolled student's file.

Health Record

For the benefit of the individual and the college community, a completed health report is required of each student under the age of 23 prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is contingent upon the receipt of the completed health report by the first day of classes. For students 23 years of age or older, immunization records must be complete and current prior to matriculation.

Students with Disabilities

A student with a disability will not be denied admission on the basis of that disability; like all students, she will be admitted based on her academic preparation. (This is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the regulations issued pursuant thereto.) After the offer of acceptance, any applicant needing special accommodations is encouraged to inform the College of her disability by submitting the Voluntary Disclosure Form. Students who want to arrange for accommodations by the College will be required to submit appropriate documentation of the disability and complete the certification process through Disability Services (919-760-8427).

Admissions Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by writing, telephoning or e-mailing the Office of Admissions. (1-800-MEREDITH or admissions@meredith.edu)

In some cases, the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference and/or writing sample of an applicant.

Musical Auditions

A prospective music major must schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Any student planning to apply for a competitive music scholarship should audition prior to February 1 of her senior year (*page 105*).

Honors and Teaching Fellows Admission

Students are admitted to the Honors Program at Meredith by application and interview. Teaching Fellows are selected through a statewide competition coordinated by the North Carolina Teaching Fellows Commission (*please check with your high school for details*).

Credentials for Home-Schooled Students

Meredith College welcomes and encourages home-schooled students to apply for admission. We recognize the benefits that diverse educational experiences bring to our academic community. Because of the variety of home-schooled programs, the college may request additional items to assist the admissions office in assessing the individual programs as well as the applicant's record. The credentials used in the evaluation of an application are established on an individual basis.

The applicant is required to meet the same high school unit requirements as all freshmen applicants (see page 10 for the list of high school unit requirements). Any information available that will assist in determining the content of her course of study is appreciated.

An applicant must submit her official transcript that was filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate is required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

All freshmen applicants are required to submit scores from the Scholastic Assessment Test (SAT I) or the American College Test (ACT), and applicants may also be required to submit scores from SAT II Subject Tests. If needed, the SAT II exams should include English, mathematics, and one additional academic area (foreign language recommended).

An interview with an admissions officer is required, as well as two recommendations from references that are not related to the applicant as well as a personal statement with the student's application.

Application Deadline

Applications are received for consideration as long as space in the entering class allows. Although in most years the college is able to consider some students who apply after this date, February 15 is the recommended deadline for filing an application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

The Acceptance Process

Traditional freshmen applicants may elect one of three evaluation options for their applications: Early Admission, Early Decision, and Rolling Admission.

EARLY ADMISSION

Meredith will consider for admission students who wish to accelerate their studies by entering college after the junior year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as her academic preparedness.

The college requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If this course is not completed during the junior year, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

EARLY DECISION PLAN

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 30 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT-I (or ACT) prior to her senior year. The college acts upon early decision applications by November 15 and notifies each candidate of the decision by November 15.

The candidate who applies for an early decision on financial assistance by November 10 can expect notification by December 1. (*Application process is described on page 10.*) Students accepted under the Early Decision Plan are required to make a \$100 deposit by December 15. This non-refundable payment applies toward freshman-year charges. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw all other pending applications and refrain from filing applications for admission to other institutions.

Early decision acceptance is based on clearly meeting admissions criteria. If additional information, such as first-term grades or senior-year SAT-I or ACT scores, is needed to make a decision, a student may be notified that action on her application has been deferred.

Such a student is guaranteed unbiased consideration under the rolling admission program (*below*). The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

ROLLING ADMISSION PLAN

The Rolling Admission Plan is designed for the prospective first time student who wishes to apply to more than one college. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. The college acts upon applications as soon as all necessary credentials are received and notifies students promptly of its decisions.

Candidates' Reply Date

Meredith College subscribes to the Candidates' Reply Date which means a student accepted under the rolling decision plan is expected to make a \$100 deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

For Spring admission, an application should be filed no later than December 1. A student accepted for the spring term is expected to make a \$100 deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward charges for the spring semester.

Traditional Admission: Transfer

Meredith admits qualified applicants who transfer from other colleges or universities. Students with any college credits attempted (except those taken during high school) who are under the age of 23 or international students of any age who will need a student visa, must apply through the Traditional Admissions program as a transfer student.

Relevant information regarding transfer of credit and Meredith credit regulations is available as follows: transfer of credit (*page 37*); transfer grade point average (*page 37*); and residence credit requirements (*page 42*).

Students are admitted at all class levels, but at least 31 semester hours of credit must be completed at Meredith College as a requirement for graduation. Specific departmental requirements may also apply, please contact the department directly.

A woman who is 23 or older may apply for 23+ Program Admission (*page 14*). While this route is beneficial to many women, it is particularly appropriate for a student who has been out of college for some time or for one who is uncertain about her field of study or about her preparation for Meredith's program.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students and apply through the Traditional Admission program. (*Credit requirements for a second degree program are given on page 34.*)

Requirements

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to

- have 30 or more hours of college coursework with at least 18 hours that meet General Education requirements (*pages 58-59*)
- have a C or higher in College Algebra, or have completed Algebra I, II and Geometry in high school;
- have at least an overall C average on all courses attempted at post secondary institutions;
- be eligible to return to the last institution regularly attended in good standing; and
- be recommended by college officials from the most recently attended institution.

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better deter-

mining an applicant's readiness for the curriculum at Meredith or for advising purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Satisfactory completion is defined as a C grade point average or higher on all courses attempted at post-secondary institutions. Admission is always contingent upon receipt of a complete medical report (*page 11*).

Procedures

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admissions or the Meredith web site, www.meredith.edu, and the non-refundable \$40 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months although all students are encouraged to apply earlier. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the Office of Admissions. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The Office of Admissions provides recommendation forms for this purpose. Recommendations are not part of the ongoing file of an enrolled student.

Fall transfer application evaluation begins in January after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions are made on a rolling basis. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1 or within 10 days after the date of acceptance, whichever is later. Spring transfer evaluation begins in November if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance — whichever date is later.

Requirements and Procedures for Students from Technical, Business, Bible, and Nursing Schools

In addition to the requirements and procedures for transfer student applications provided above, a student from a technical, business, Bible, or nursing school must arrange for her secondary institution to provide an official transcript of her high school records and scores on all standardized tests of scholastic aptitude. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution. Evaluation of credentials for these ap-

plicants will take into account the course of study and the type of institution attended. Determination of acceptance of these courses will be made by the college.

23+ Program Admission

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a student under different criteria. She may be beginning college for the first time, transferring in credits, or seeking readmission to Meredith.

Requirements for Acceptance:

To be accepted for the 23+ Undergraduate degree program at Meredith, the 23+ applicant must:

- be over the age of 23 as of the first class day of the term in which she wishes to enroll;
- have graduated from high school or have earned a General Equivalency Diploma (GED) and;
- have passed high school algebra 1 or its equivalent with at least a C, or have passed a college transferable math class at an accredited institution with at least a C.

Students not meeting the mathematics requirement must take a course equivalent to Algebra 1 or a college transferable mathematics course at an accredited institution and pass with at least a C.

To apply for admission, the 23+ applicant submits the following to the Office of Admissions:

- Meredith College application;
- Non-Refundable \$40 application fee or alumna waiver form;*
- All transcripts, including high school and postsecondary; or GED if applicable; and
- For non-native English speakers, Test of English as a Foreign Language (TOEFL) for advisory purposes.

She must also:

- Attend a 23+ Information Session or a private conference with a 23+ Admissions Counselor.

The Office of the Registrar evaluates all post-secondary academic records and provides a preliminary credit statement reflecting hours deemed transferable from other accredited post-secondary institutions, general education requirements met, and the transfer grade point average, if applicable.

The applicant then meets with an academic advisor, to discuss her credit evaluation, life circumstances and readiness for Meredith College. Together, they determine a program of study consisting of 3 to 15 semester credit hours and any math and English readiness courses she may need prior to enrolling in credit courses. They sign a program letter outlining the conditions to be met prior to full admittance to Meredith College.

Upon receipt of the signed program letter, the Office of Admissions accepts the applicant into Meredith College as a 23+ student. A student accepted for fall must pay a \$100 non-refundable deposit by August 1 or within 10 days after her date of acceptance, whichever date is later. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later. This deposit will apply toward her expenses for the term. Prior to registration, a student must submit the required health information to the Health Center.

Prior to acceptance or thereafter, a student may discover that she will be unable to attend that particular semester. If she wishes to attend the following semester, she must inform the Office of Admissions and the 23+ Office that she wishes to defer her admission. She does not need to pay any additional application fees. The \$100 nonrefundable deposit is held for the subsequent semester only (excluding summer). She may exercise this option only once. She must reapply if she does not enroll in courses the following semester.

Every 23+ student completes at least one semester in 23+ status with a program letter outlining as many as 15 specified semester credit hours. Of immediate focus are the English and mathematics components of the general education requirements. If the student has not transferred the equivalent of ENG111 or ENG112, she must take ENG111. If she does not present an adequate background in mathematics, she is required to take a non-credit course covering high school through intermediate algebra (Algebra II) during her first year at Meredith. Students are also placed in appropriate level English courses (some of which may be non-credit).

The 23+ student must earn an overall grade point average of 2.00 on all courses taken while in the 23+ Program. Once she has satisfactorily completed the courses outlined in her program letter, including all math readiness and English composition courses, her admission as a degree student at the college is confirmed and her records are changed to reflect her status. She then will declare her major and begin to work with the academic advisor assigned to her by that department. All credits earned as a 23+ Program student are applicable to the degree requirements at Meredith.

A student is given an academic warning if she does not achieve the 2.0 grade point average after she has completed her first 15 credits. If her grade point average is such that it would be mathematically impossible for her to successfully earn a 2.0 grade point average within the maximum of 15 hours allowed in the 23+ Program, the student will be dropped from the program whether or not she has completed 15 hours in the 23+ Program. At this point, we will assist the student in developing a plan for them to complete their educational goals.⁹

If a student is unsuccessful in the pre-arranged program outlined in her program letter, her admission is not confirmed and she must terminate her enrollment. After an absence of one semester, she may return under the conditions listed as a non-degree

student and then, if successful, reapply as outlined under readmission. Students may appeal termination decisions through the Committee on Academic Appeals.

**A student for whom the \$40 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.*

International Student Admission

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who requires an F-1 (student) visa must apply through the Traditional Admission program regardless of her age. If an F-1 visa is not needed, an international student who is 23 or older may choose to apply through 23+ Program Admission (page 14).

Students needing an F-1 visa for fall semester must file a complete application by March 1. The deadline for F-1 students seeking entrance to the spring semester is August 1. We will work with students past these dates, as time allows.

In filing an application for either Traditional Admission or 23+ Program admission, an international student must submit the following. The full Meredith College application includes:

- an official transcript, marksheet, or academic record from each secondary school, college, or university attended;
- an official copy of each diploma, degree, or educational certificate received;
- an official score report of any national examination;
- for non-native English speakers, scores on the Test of English as a Foreign Language (TOEFL);
- for native English speakers SAT or ACT scores are required; and
- for those already in the United States, proof of current Visa status.

If the original transcripts are not in English, a certified translation into English is required. In addition, a course-by-course evaluation of the applicant's academic documents compiled by an independent academic credential evaluation provider will be requested for any post-secondary work or Commonwealth advanced level examinations taken outside of the United States. Meredith recommends World Education Services, Inc. (WES) for this service; other independent evaluators may be used with prior approval from Meredith. Applications for these evaluations can be obtained from the Meredith Office of Admissions, or from the WES website (www.wes.org). WES, like other evaluators, requires a fee from the applicant for processing applications.

When applying through the Traditional Admission program, the international student must also submit scores on the Test of English as a Foreign Language (TOEFL), except in cases where English is her native language or principal language of instruction. If applying for Traditional Admission, a native English speaker or one whose primary instruction has been in English should substitute the Scholastic Assessment Test (SAT-I) or American

College Test (ACT) for the TOEFL. The tests (TOEFL, SAT-I, and/or ACT) should be taken within the 18 month period preceding the date the student wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

If applying through the 23+ Program Admission option, an international student whose primary language of instruction has not been English may be required to submit scores on the TOEFL. A 23+ Program applicant whose native language is English will not be required to submit TOEFL, SAT-I or ACT scores.

An international student judged academically admissible will be required to show proof of financial responsibility for her education and to submit a completed health form and the \$100 deposit. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. An international student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for international students are limited to institutional money. A student and her family, however, should expect to be primarily responsible for her expenses.

Re-Admission of Former Students

A degree-seeking student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the College. Exceptions are students on a valid leave of absence and those visiting another institution with the approval of Meredith College.

A student who was initially accepted for 23+ Program Admission and who was still in 23+ Program status when she withdrew from the College (i.e., she had not been admitted as a degree student) applies for re-admission as a 23+ student as long as she has not completed transfer credit from another institution. Such a student will be considered for re-admission only if she has earned fewer than 15 credits within the 23+ program and a total of fewer than 30 credits when including all non-degree and 23+ credits. Students who were traditional admits but have left the college, will be readmitted in traditional status. Re-admission is not guaranteed, and such students will be required to follow a contract outlining specific and unique conditions designed to help them be successful.

All students applying for readmission must file an application for re-admission and must include a \$25.00 non-refundable application fee in the Office of Admissions. If the student has been enrolled at other colleges or universities since her withdrawal, she must provide an official transcript and a statement of honorable dismissal from each institution. Other credentials necessary to support her application are obtained by the Office of Admissions and include recom-

recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If the student has not attended other colleges or universities during her absence she needs to include an explanation of her activities during her time away from Meredith. If adequate health information is not on file at the college, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two consecutive semesters when she withdrew or was academically suspended from the college may have her application considered by the Board of Review. Along with the above application information, she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended, and any other information demonstrating that she should be readmitted. The Board of Review bases its decision on these materials. The application must be sent in for consideration at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is re-admitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student who has been academically suspended twice or has withdrawn twice after completing a semester on academic probation normally will not be re-admitted to the college.

Part-Time Students

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the regular entrance requirements and admission procedures outlined in this chapter.

Non-Degree Students

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions procedures. In most instances, non-degree students are limited to 11 credit hours. Non-degree students are not eligible for Financial Aid. The Director of Admissions will serve as the Academic Advisor for all non-degree students with a status of other non degree students.

Visiting Students

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization obtained from their home institution should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the registrar's office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

International Visitors

International students at institutions outside the United States with which Meredith has exchange programs may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such students will file a special application and the required academic records and financial statement through the Office of Admissions. When the student is cleared for exchange visitor status, the college will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty advisor and will register along with transfer students.

Teacher Licensure Program Candidates

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Education Department. Once admitted to the program, the student receives from the Meredith Department of Education guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program (*page 77*).

Teacher Licensure Renewal Students

A certified public school teacher who enters Meredith for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

Senior Scholars Program

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in one or both semesters of her senior year. Application forms and procedures are available in the Office of Admissions.

Meredith Faculty, Staff, and Administration

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the college and will register in the Office of the Registrar on the opening day of the term.

Post-Baccalaureate Second Major/Second Minor Students

A student who holds a baccalaureate degree and who is not interested in completing a second degree from Meredith may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

A student who wishes to fulfill the requirements of a second major or minor (but not a full second-degree program) should contact the Office of Admissions for information about application procedures and advising possibilities. A conference in the department of choice must be arranged by the end of the drop-add period and preferably prior to the first day of class. When the application and advising processes are completed before the end of the pre-registration period, a student seeking a second major or minor will be allowed to pre-register for classes. Information about admission requirements for second degree students is on page 13 and academic requirements are on page 34.

Other Non-Degree Students

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith may register for courses for credit as a non-degree student by completing a non-degree application in the Office of Admissions. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

A former 23+ student who has not been enrolled for a least one semester and who was not admitted to the degree program during her first 15 hours at Meredith may also register as a non-degree student. She may take a maximum of 15 additional semester hours of restricted credit, and her program of study must be approved by the 23+ Office. As a non-degree and/or 23+ students, she may earn up to 30 semester hours, with all courses completed, including repeated courses, counting toward this number.

To be eligible for admission, she must adhere to this plan.

All non-degree students may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless a different load has been approved by the Vice President for Academic Programs. Non-degree students are not eligible for financial aid.

Students pursuing this option register in the Office of the Registrar on the opening day of classes.

A non-degree student who thinks she may eventually wish to seek a degree candidacy at Meredith should consult with the Office of Admissions for information about admission requirements and procedures. The completion of classes at the college does not, by itself, assure admission.

Summer Session

Students accepted for admission to the fall term as well as those previously enrolled at Meredith under any of the conditions listed above may attend summer courses, which run in three and six-week sessions between mid-May and early August. Women from other colleges and universities are also welcome. Completing summer courses can help a student complete her degree in less than four years. The Office of the Registrar makes available schedules and registration materials for the summer session.

Condition of Admission

Every person admitted to the college as a student agrees to the following condition of admission: Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by the college as undesirable or unacceptable.

Advanced Standing Credit

Evaluation of Credit

A student approved for admission with advanced standing receives from the Office of the Registrar a credit evaluation reflecting credits transferred, and general education requirements met. In computing the overall transfer grade average, Meredith uses a 4.0 quality point average: A=4.0, B=3.0, C=2.0, and D=1.0. Other units of credit are converted to semester hours. Orientation, cultural activity, developmental (remedial), and physical education activity courses are not calculated in the transfer grade point average.

Advanced Placement and Credit

Admitted students who have completed the equivalent of college-level study through high school courses, independent study, or any other means may seek advanced placement and credit at Meredith. Competency in a subject area can be established through satisfactory performance on one of the following tests:

- A special departmental examination administered at Meredith
- Advanced Placement Examination of The College Board
- General examination or a subject examination of the College-Level Examination Program of The College Board
- An International Baccalaureate examination
- An International Baccalaureate examination

Credits awarded for advanced placement credit are detailed on pages 38–40.

Credit for Extra Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education are used by the Office of the Registrar and the appropriate department head to decide upon credit given. In some instances, departmental examinations are used to determine credit. A maximum of 15 credit hours may be awarded for extra-institutional instruction.

Finances

Meredith College is committed to offering the highest quality education available today for the most reasonable cost. Financial support from various sources supplements tuition and allows the college to enrich academic and co-curricular programs. A Meredith College education is a value today and an investment for the future.

This section details the tuition and fees charged by the college and its various programs and services. The college reserves the right to change tuition and fees at the beginning of each semester if conditions make such adjustments necessary. Students will receive advance notice of any changes. Financial aid is available to students whose needs qualify them for assistance.

Residence Hall Services

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels. Each residence hall room is also wired for access to e-mail, the Internet and Meredith's campus-wide network.

Tuition and Fees

Full-time students include all students taking 12 or more credit hours. Part-time students are students taking fewer than 12 hours. Their tuition charges are determined by their course loads. A student activities fee will be charged to all full- and part-time undergraduate degree seeking students.

Resident Students

<i>(12-18 credit hours)</i>	Semester	Year
Resident student tuition	\$11,750	\$23,500
Room, board	\$3,370	\$6,740
Student activities fee	\$25	\$50
TOTAL	\$15,145	\$30,290
Hours in excess of 18	\$615 per credit hour	

Commuting Students

<i>(12-18 credit hours)</i>		
Commuting students tuition	\$11,750	\$23,500
Student activities fee	\$25	\$50

Part-Time Students

<i>(1-11 credit hours)</i>	
Tuition (for credit or audit)	\$615 per credit hour
Student activities fee	\$25 per semester

Applied Music—per semester

<u>Full-time students</u>	
1 half-hour lesson weekly	\$150
2 half-hour lessons weekly	\$300
Class lessons in piano, voice, or guitar	\$115
Recital fee	\$150
Accompanist fee	\$380

Part-time students (for credit)

Tuition of \$615 per credit hour plus the following fees:

1 half-hour lesson weekly	\$150
2 half-hour lessons weekly	\$300
Class lessons in piano, voice, or guitar	\$115
Recital fee	\$150
Accompanist fee	\$380

Art

Studio fees vary up to \$275 per course to cover expendable materials.

Birth through Kindergarten

BK 460	\$125
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Child Development

CD 345	\$75
CD 450	\$150

Education

EDU 490 Student Teaching	\$300
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Health and Physical Education

Golf, bowling, scuba diving, life guard training, Water Safety Instructor, karate, ice skating, Responding to Emergencies and Tae Kwon Do fees are set at the beginning of each semester.

Social Work

SWK 402-A, Field Experience	\$300
SWK 402-B, Field Experience	\$300

Nutrition

FN 124, FN 310, and FN 330.	\$25
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Auditing Courses

Full-time students.	no charge
Part-time — auditing	\$615 per credit hour

Special Fees

Application fee for new students	\$40
Application fee for students seeking re-admission	\$25
Graduation and lifetime transcript fee. . .	*\$75

Breakage fee

Students will be billed for unjustifiable damage to college property.

Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for \$100.00 per semester.

**Maximum 10 transcripts per order, \$5.00 charge per transcript over 10.*

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students. Books, gym clothes, and other instructional expenses are not included in the above charges.

Terms of Payment

Payment Schedule

Advance deposit for all entering students \$100

Students who are accepted on the Early Decision Plan must make a deposit on or before December 1. Other new students are required to make this advance deposit on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$40 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will be credited to the student's account and applied to tuition charges.

Advance deposit for returning resident students. \$150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The deposit will be credited to the returning student's account and applied to room and board charges.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation

of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Parking fines and other past due charges from the Library are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

Payment Plan Options

Meredith offers three alternate payment plans:

OPTION 1: A student may elect to pay the semester's tuition, room, and board charges in full on the due date.

OPTION 2: A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a \$25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 3: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a \$60 annual fee for this service, which is administered by Tuition Management Services, www.afford.com/meredith or (888) 713-7238.

North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students working toward their first baccalaureate degree at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 2007–2008 was \$1,950.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form available in the Office of Financial Assistance. She must be certified by the college as an eligible recipient according to the state guidelines.

Withdrawals/Leaves of Absence

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges. *See page 47 for how to effect an official withdrawal.*

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFLP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

Financial Assistance

Meredith offers a student assistance program designed to help meet the financial need of each student. Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the mission of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. An international applicant should consult page 15 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1,800 for miscellaneous personal expenses, including transportation. The educational cost used by the Office of Financial Assistance in its calculation of need for an on-campus student for 2008–2009 is \$32,840. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$6,150 for books, food and miscellaneous personal expenses, including local transportation. The total cost used by the Office of Financial Assistance in its calculation of need for a full-time, dependent commuting student for 2008–2009 is \$29,700.

The average expenditure for books is calculated at approximately \$750 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students.

The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance at (919) 760-8565 or on the web at www.meredith.edu/finaid.

Application Procedures

All new students to Meredith College who wish to apply for any kind of financial assistance should complete the Free Application for Federal Student Aid (FAFSA) between January 1 and February 15. Those applications received after February 15 will be considered as funds are available. The FAFSA may be completed on-line at www.fafsa.ed.gov, or can be obtained from any high school guidance counselor or from a college financial aid officer and mailed using the envelope that is provided in the FAFSA booklet. Indicate Meredith College as an institution to receive your data by using our code number **002945**.

A freshman candidate who is applying for admission under the Early Decision Plan and who would like an early decision aid estimate on financial assistance should file her Early Decision Financial Assistance Application by November 10 of her senior

year. She will need to request the Meredith College Early Decision Assistance Application from the Office of Financial Assistance or the Office of Admission. If this form is received on time, she will receive her estimated eligibility for financial assistance beginning December 1. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that an early decision student who received need-based financial assistance will be required to file a FAFSA by February 15.

Returning Students

The FAFSA must be filed each year a student wishes to receive financial assistance; the form should be completed on-line at www.fafsa.ed.gov or mailed between January 1 and March 15 for priority consideration. Students who file the FAFSA after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, grants, loans and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students who apply for financial assistance by the priority deadline, including applicants for competitive scholarships, will be informed of the College's decision in March. Students accepted for admission under the Early Decision Plan will be informed of tentative assistance awards by December 15. Returning students can expect notification concerning awards after June 1.

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a Federal Stafford Loan, and/or a parent chooses to apply for a Federal PLUS Loan, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any assistance received which exceeds the amount due to Meredith for the semester will be given to the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a Federal Work Study job on campus are paid on the 10th of each month for work performed during the preceding month.

Renewal of Assistance

Meredith College will continue to provide financial assistance to a student in future years if (1) the need for financial assistance continues, (2) the FAFSA is completed by the stated deadline, and (3) the student maintains satisfactory academic progress as shown in the next section. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Financial Assistance Satisfactory Academic Progress

In order for a Meredith College student to retain eligibility for federal, state and institutional assistance, the student must meet the criteria listed below. If a student fails to meet both requirements at the end of an academic period (defined as one academic year, if the student attends both semesters), then the student is placed on financial assistance probation for the following semester. If the student does not meet both conditions at the end of the probationary period, she will no longer be eligible for financial assistance until she can again meet both requirements.

Undergraduate Degree Students:

Qualitative Requirement — Each student must maintain the following minimum Meredith QPR, based on credits attempted.

Total Attempted Hours	Minimum Meredith QPR
1–16	1.500
17–25	1.700
26–59	1.800
60–89	1.900
90 and above	2.000

Quantitative Requirement — Each student must also be making satisfactory progress toward the completion of a degree. Satisfactory progress toward graduation is measured in terms of total academic credits earned. During the academic period, a student must earn 75% of all credits attempted for which she received assistance. Undergraduate students may not receive financial assistance for more than 150% of the expected program length, or ten semesters for full-time students, whichever is less.

Graduate Degree Students:

Qualitative Requirement — Each student must meet the academic standards for enrollment in the school or program in order to continue to receive financial assistance as described in the Graduate Catalogue.

Quantitative Requirement — Graduate students may not receive financial assistance for more than 150% of the expected program length.

Students placed on financial assistance probation:

A student placed on financial assistance probation will receive a letter informing her or him of the probationary status and requesting that the student meet with a member of the Office of Financial Assistance staff. This letter will state that the student's progress will be reviewed after the next semester. If the student then meets SAP requirements, she/he will be removed from probation. If she/he does not meet/exceed the requirements, her/his financial assistance will be suspended until she/he meets the requirements to resume receiving assistance. There will be a chance for a student to appeal.

Appeal Process:

A student who is placed on financial assistance probation or had financial assistance suspended has a chance to submit an appeal of the decision. The student must submit a letter to the Director of Financial Assistance stating the reasons for reconsideration. This information will then be discussed by the Financial Assistance Appeals Committee which will make a final decision.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in a student's current financial assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

A full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial assistance award notification. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, signing a loan promissory note and having a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status.

Types of Assistance

Competitive Scholarships

Recipients of the following competitive scholarships, as well as Honors Program participants and Teaching Fellows, are invited to

take part in Focus on Excellence. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

Presidential Scholarships

Meredith College Presidential Scholarships are available each year for entering freshmen. The selection of recipients for this prestigious award will be based on merit, taking into account superior academic achievement, intellectual promise and leadership ability. The award is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.25 on all courses taken at Meredith. In addition, a recipient will have the opportunity to apply for an additional stipend to help cover the cost of a study abroad experience while she is a student at Meredith.

Recipients of the Meredith College Presidential Scholarships are not only encouraged to participate in the "Focus on Excellence" series but are also invited to join the President of the College for various special events and activities. Presidential Scholars are also encouraged to participate in community activities and organizations which strengthen the bond between Meredith and the community.

Meredith College Presidential Scholarships are funded by endowments. The initial Presidential Scholarships are funded by the Edla Adams Ogburn Scholarship Fund.

Meredith College Academic Awards

These awards recognize students having superior academic ability, achievement, and leadership potential. Meredith College Academic Awards are available each year for entering freshmen having superior credentials. The awards are renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.5 on all courses taken at Meredith.

The Meredith College Academic Awards are partially made possible through the following endowment funds:

- Craig-Davis Honors Scholarship;
- Hesta Kitchin Crawford Honors Scholarship;
- Jessie Ball Dupont Scholarship;
- Durham Corporation Education Endowment Fund;
- General Hugh B. Hester Honors Scholarship;
- Paula Green Hester Honors Scholarship;
- Cleo and Elwood Perry Honors Scholarship;
- Vida Thompson Williams Scholarship;
- Lola Marshburn Ledford Scholarship; and
- Fred & Minnie Stone Scholarship.

Meredith Promise Scholarships

In recognition of academic ability, intellectual promise, and leadership skills, Meredith College has established the Meredith Promise Scholarship for students from underrepresented groups. The scholarship is determined without regard to financial need. It is renewable up to a total of four years, provided the recipient remains in good standing, is a full-time student, and maintains a 2.5 quality point ratio on all courses taken at Meredith.

Emerging Leaders Scholars

Meredith College offers the Emerging Leaders Scholarship Program to recognize students with outstanding leadership potential in academic and co-curricular areas. Evaluation is based on strong scholastic ability along with evidence of meaningful involvement in school activities and/or community service. The Emerging Leaders Scholarship can be renewed for up to a total of four years. Recipients agree to participate in a workshop at the beginning of the freshman year designed to introduce them to leadership development opportunities at Meredith. To have her scholarship renewed, a student must be in good standing, be full-time, and have a minimum quality point ratio of 2.5 on courses taken at Meredith.

Students interested in receiving scholarships should apply for admission to the College by January 15. Students applying for the Honors Program or talent scholarships in art, music or interior design must file a separate scholarship application by January 15 for full consideration.

Art Scholarships

- Eleanor Layfield Davis Scholarship
- Ruby C. and Ernest P. McSwain Scholarship
- Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Talent Scholarships Application with the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by January 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to interview with the art faculty on the campus in February.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

Each year freshmen applicants are selected to receive The Robert H. Lewis Scholarship, The Mary Perry Beddingfield Scholarship and other Music Talent Scholarships according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Talent Scholarships Application with the Office of Admissions by January 15. If she is applying for need based talent awards the student and her parents must also submit a FAFSA to the Office of Financial Assistance, by February 15.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in early February by the Department of Music; the finalists are invited to the campus in late February for another audition and for interviews with the music faculty.

The Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College each year awards entering freshmen Sandra Graham Shelton Scholarships in Interior Design. The scholarship recipients are determined on the basis of scholarship and potential for success in the field of interior design. The Sandra Graham Shelton Scholarship is renewed annually, for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Talent Scholarship application in the Office of Admissions by January 15. Finalists in the competition will be invited to the campus in February for interviews with and a review of samples of creative work by the faculty selection committee.

Thomas Meredith Baptist Heritage Scholarships

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of The Biblical Recorder, who chaired the committee that recommended to North Carolina Baptists in 1835 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available from the Office of Admissions. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at \$1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

Transfer Scholarships

Each year Transfer Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The Transfer Scholarship is awarded without regard to financial need. A Transfer Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG and any competitive scholarships, to match the stipend of \$6,500 received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

In addition, Meredith Teaching Fellows have the opportunity to apply for an additional stipend to help cover the cost of her study abroad experience

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.
3. File the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year, provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and cocurricular activities, and completing a minimum of 15 semester hours of honors work.

General Grants and Scholarships

Meredith College Grants

Meredith provides grants for entering and continuing students based on financial need. Applicants must complete the FAFSA to be considered. The amount of the grant is determined by the level of financial need.

North Carolina Legislative Tuition Grant

The North Carolina Legislative Tuition Grant is available to all North Carolina residents who are attending Meredith College full-time. Students do not need to apply for financial assistance in order to qualify for this grant. These funds are appropriated by the North Carolina General Assembly. In 2007-2008, students received \$1,950 (\$975 per semester). Students need to complete a residency application each year. This form is available in the Office of Financial Assistance, or at www.meredith.edu/finaid.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Meredith College Endowed Scholarships

George I. Alden Trust Teaching Scholarship
Ida Catherine Allen and Gertrude Roystell Sorrell Scholarship
Alumnae Legacy Scholarship
Sue Garrison Ballard Scholarship
James Larkin and Iona Mae Shugard Ballou Trust
Barham First Family Scholarship
Bank of America Teaching Scholarship
J. T. J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. and Irene Rumer Bonhardt Scholarship
Annie and John Bostic Scholarship
Branch Bank and Trust Teaching Scholarship
Dorothy Ray Branham Scholarship

Charles E. Brewer Scholarship
 Love Bell Brewer Scholarship
 Bridges-Wicker-Clayton Scholarship
 Margaret Highsmith Brown Music Scholarship
 Bryan Foundation Scholarship
 James E. and Mary Z. Bryan Scholarship Trust
 Maude Bunn Scholarship
 Ruth Deaton Burnett Scholarship
 Craven Allen and Jane Russell Burris Scholarship
 Ernest F. Canaday Mathematics Scholarship
 Mrs. Earl N. Carr Scholarship
 Carroll Sisters First Family Scholarship
 Virginia Murchison Carson Scholarship
 Charlotte Wester Cate Scholarship
 Dr. Z. M. Caveness Scholarship
 Centura Banks, Inc. Teaching Scholarship
 Jackie R. Chamblee International Student Scholarship
 Evelyn King Cheek Scholarship
 Helen J. Clancy Memorial Scholarship
 Sala M. Clark Scholarship
 Class of 1932 Scholarship
 Class of 1934 Scholarship
 Class of 1936/Fiske-Rose Scholarship
 Class of 1938 Scholarship
 Class of 1939 Scholarship
 Class of 1944 Scholarship
 Class of 1945 Scholarship
 Class of 1951 Scholarship
 Class of 1952 Scholarship
 Class of 1953 Merit Heritage Scholarship
 Class of 1957 Scholarship
 Class of 1964 Scholarship
 Class of 1967 Scholarship
 Class of 1968/Phyllis Edwards Scholarship
 Class of 1972 Scholarship
 Class of 1977 Scholarship
 Class of 1990 Scholarship
 Dr. Gwendolyn V. Clay Memorial Scholarship
 Coates Scholarship
 Inabelle Coleman Scholarship
 James L. iHapi Collier Scholarship
 Mary Reid Cone Scholarship
 Dr. Jim and Meg Conner Scholarship
 Norma Baker Cook Art Scholarship
 Dr. Harry E. Cooper Scholarship
 Jean Batten Cooper Scholarship
 Margaret Grayson Covington Scholarship
 Frances Tatum Council and C. R. Council Scholarship
 Beulah Rimmer Craig Scholarship
 Craig-Davis Honors Scholarship
 Hesta Kitchin Crawford Honors Scholarship
 Barham and Bertha Langdon Creech Scholarship
 Iris Culler Creech Scholarship
 Nell Baker Creech and Hattie Williams Baker Scholarship
 Roger H. Crook Scholarship
 Phyllis Cunningham Scholarship
 Anne C. Dahle Scholarship
 Katie Carpenter Daniels Memorial Endowment
 Katherine Gene Davenport Dapore Scholarship
 Honorable N. Leo Daughtry Scholarship
 Charles A. Davis Scholarship
 Eleanor Layfield Davis Art Scholarship

Mona Horton Dean '58 Scholarship
 Essie Dale Hunter Dickson Scholarship
 Dickinson Scholarship Fund
 Beatrice E. Donley Scholarship
 Melody Jane Frazier Doster Scholarship
 Elizabeth James Dotterer First Family Scholarship
 Winnie Dratt 23+ Scholarship
 Jesse Ball duPont Endowment Fund
 Durham Corporation Education Endowment Fund
 Lucille Lawrence Ellis Scholarship
 English Leadership Fund
 Myrtle Hart Farmer Scholarship
 Betty Jo Farrington Scholarship
 Farrior Sisters Scholarship
 Elizabeth Kendrick Faucette Scholarship
 Dr. James Grady Faulk First Family Scholarship
 First Baptist Church, 99 North Salisbury Street,
 Raleigh, NC Scholarship
 First Baptist Church New Bern Student Aid Fund
 Charles Watson and Carolyn Scott Flynt Scholarship
 Foreign Language Scholarship
 Formy-Duvall Scholarship
 Fowls Family Music Scholarship
 Jane Renn Frazier Scholarship
 Nannie S. Gaddy Scholarship
 Minnie Murchison Gaston Endowment
 Katherine Papadakis Georgallis Memorial Scholarship
 Bryant Knowles Ginn Scholarship
 GlaxoSmithKlein Women in Science Scholarship
 Barbara Lyons Goodmon Scholarship
 Goodnight Educational Foundation Minority Scholarship
 Goodwin Girls First Family Scholarship
 Goodwin-Loftin First Family Scholarship
 Wense and Marion Norris Grabarek Scholarship
 Lillie Grandy Scholarships
 J. Craig Greene Centennial Art Scholarship
 Mae Grimmer Scholarship
 Drs. Carolyn and Frank Grubbs Scholarship
 Jean Hallman Guion Scholarship
 Addie Jones Hall Scholarship
 Reverend Romulus F. and Bessie S. Hall
 Memorial Fund
 Fuller B. Hamrick Scholarship
 Pauline Olive Hamrick Scholarship
 Laura Weatherspoon Harrell Scholarship
 Ella Perry Harris Scholarship
 Julia Hamlet Harris Scholarship
 M. Elizabeth Harris Scholarship
 Shearon Harris Scholarship
 Hartford-Moczek Travel Award
 William Randolph Hearst Endowed Scholarship
 for Minority Scholars
 E. Bruce Heilman Scholarship
 Mattie Jenkins Henderson Scholarship
 John T. and Rebecca H. Henley Scholarship
 Ruth Hilliard Hensley Music Scholarship
 General Hugh B. Hester Honors Scholarship
 Paula Greene Hester Honors Scholarship
 Ella Greenwood Holcomb Scholarship
 Ruth Tucker Holleman Scholarship
 M. A. Horner Scholarship
 Mabel Andrews House Scholarship

Jo Welch Hull Scholarship
 Nannie Willis Hunter Scholarship
 Catharine Watkins Isaacs Memorial Scholarship
 Catharine Margaret Inez Watkins Isaacs First Family Scholarship
 Elbert C. and Gladys P. Jackson Family Scholarship
 Arthur and Hattie McCauley James Scholarship
 Catherine McCracken James and J. Hayden James, III Scholarship
 Frances P. Jennings Scholarship
 Guion Johnson Scholarship
 Mary Lynch Johnson Scholarship
 Jean Journigan Joyner '54 Scholarship
 Dr. Alice B. Keith Senior Scholarship
 Katharine Kerr Kendall Scholarship
 Ione K. and Thomas B. Knight First Family Scholarship
 Ione Kemp Knight English Travel Award
 Kay Lambeth Scholarship
 Langley Family Scholarship
 William W. Lawrence Scholarship
 Roxie Collie Laybourne Endowment Fund for Practical Experience in the Sciences
 Ida Belle Ledbetter Scholarship
 Lola Marshburn Ledford Scholarship
 Alma Lee Minority Scholarship
 Carolyn Sperry Leith Scholarship
 Jean Johnson Moore Scholarship
 Moore Mixon Family Scholarship
 Rebecca Jean Morris Lewis Scholarship
 Robert H. Lewis Music Scholarship
 Margaret Hine Linville Scholarship
 David Lynch Musical Arts Guild Scholarship
 Mabel Claire Hoggard Maddrey Scholarship
 Mangum Scholarship
 Gail Newton Martin Piano Scholarship
 LeRoy Martin Scholarship
 Margaret Craig Martin and Zeno Martin Scholarship
 Marie M. Mason Scholarship
 Mr. and Mrs. W. H. Matthews Scholarship
 Anna Elizabeth Liles Maynard Memorial Scholarship Endowment for Academic Excellence
 Quentin Oliver McAllister Scholarship
 Gwen and George McCotter First Family Scholarship
 Mona Blevins McGilvray Scholarship
 Mary Mac Stroud McLean Scholarship Fund: A Centennial Family Scholarship
 Margaret Mason McManus Scholarship
 Deborah S. McNeill Scholarship
 Ruby C. and Ernest P. McSwain Scholarship
 Thomas Meredith Baptist Heritage Scholarship
 Charles E. Merrill Scholarship
 Everett Miller Teaching Fellow Scholarship
 Charles S. Mitchell Scholarship
 Moll-Jackson-Melletie First Family Scholarship
 Jean Johnson Moore Scholarship
 Rebecca J. Murray Teaching Scholarship
 Nationwide Insurance Scholarship
 Nationwide Foundation Minority Scholarship
 Neese Family Scholarship
 New Bern First Baptist Church Scholarship

Jennie Reid Newby First Family Scholarship
 Nancy Louise Newlin Memorial Scholarship
 Sarah Margaret Rigdell Nicholson Scholarship
 Marguerite Warren Noel First Family Scholarship
 North Carolina Baptist Foundation Scholarship
 Mary Crawford Norwood Scholarship
 Edia Adams Ogburn Scholarship
 Dr. Murphy M. Osborne First Family Scholarship
 Lois Griswold Outland Scholarship
 Gladys Blaylock Page First Family Scholarship
 Margaret Faucette Parker Music Scholarship
 Margaret Weatherspoon Parker Scholarship
 Parker Freeman Scholarship
 Elizabeth Fleischmann Patrick Scholarship
 Cleo and Elwood Perry Honors Scholarship
 Dorothy Singleton Perry Scholarship
 Carolyn Peacock Poole Scholarship
 Virginia Branch Pope Scholarship
 Joyce Thomas Porter '47 Memorial Fashion Merchandising and Design Travel Award
 Ida Poteat Alumnae Scholarship
 Judge Edwin Preston & Dr. Dorothy Preston Scholarship in Statistics
 Helen Price/Kappa Nu Sigma Scholarship
 Dr. Carlton Sylvester Prickett Scholarship
 Progress Energy Scholarship
 Thomas P. Pruitt Memorial Scholarship
 Public Service Company of North Carolina Teaching Scholarship Fund
 Marianne Nifong Raker Scholarship
 Evelyn Hampton Rappaport Scholarship
 Oliver Davis Revell Scholarship
 Z. Smith Reynolds Foundation Scholarship
 Bettie Hill Tolson Rhyme '51 Memorial Scholarship
 Virginia Lancaster Robertson First Family Scholarship
 Virginia Lancaster Robertson Scholarship
 Virginia Lancaster Robertson Study Abroad Scholarship
 Eleanor Rodwell Scholarship
 Mark Rose Travel Scholarship
 Norma Rose Memorial Scholarship
 Ross Family Study Abroad Scholarship
 Dorothy Turlington Royal Scholarship
 Royster-Parker Scholarship
 Ellen Amanda Rumley Memorial Scholarship
 Alice Goodman Satsky and Daniel Satsky Scholarship
 Margaret D. Schorger Endowment
 Senter Sisters Scholarship
 Janie Green Shearin First Family Scholarship
 Sandra Graham Shelton Scholarship
 Louise Shingleton Shivers Scholarship for Creative Writing
 Dorothy Hunt Sides First Family Scholarship
 Ruth Freeman Singleton Scholarship
 Adelaide Bunker Sink and Dorothy Sink Sykes Scholarship
 Deborah K. Smith Scholarship for Women in Science
 Liz Shelton Smith-Cox Scholarship
 Leslie Spelman - May Crawford Scholarship
 Lynette Glazener Spencer Scholarship

Stell Sisters Scholarship
 Theola R. Stewart First Family Scholarship
 Fred and Minnie Stone Scholarship
 Viola Jones Strickland Scholarship
 String Scholastic Fund
 Marilyn M. Stuber Scholarship
 Student Foundation Scholarship
 Charlotte Epley Stutts Scholarship
 Jane Watkins Sullivan Scholarship
 Taylor Family Study Abroad Scholarship
 Estelle and Henry Tharrington Family Scholarship
 Frances Almond Thompson Scholarship
 Emma Barber Towler Memorial Scholarship
 Martha Nell Tucker Science Scholarship
 Myrtle King Turner Scholarship
 John Graves Vann and Mary Norwood Vann '18 Scholarship
 Willene Yost Vincent Scholarship Fund
 Lucretia Dean Vick Travel Award
 Wachovia Teaching Scholarship
 Elizabeth Tucker Wagoner Scholarship
 Irving H. Wainwright First Family Scholarship
 Irving H. Wainwright Scholarship
 Phyllis Wainwright Scholarship
 Robbie Hedrick Walker First Family Scholarship
 Martha Medlin Wardlaw Scholarship
 Marion Fiske Welch Scholarship
 Welton Family Scholarship
 Wescott-Daniels Memorial Scholarship
 West Family Scholarship
 Clara Jewell Spell Westbrook Scholarship
 Suzanne Ripley Weston Scholarship
 Cecile Ward White Scholarship
 Martha McKeel Whitehurst Scholarship
 Bobbitt Clay Williams Scholarship
 Duval M. Williams Scholarship
 Lena Mae Williams and Lena Stone Williams Music Scholarship
 Vida Thompson Williams Scholarship
 Ruth C. Wilson Scholarship
 Judy Woodruff Scholarship
 Mabel James Woods Scholarship
 Annie Womble Scholarship
 Clara Young Woodall Scholarship
 Erika Suzanne Woodlief Memorial Scholarship
 Wyford Scholarship
 Lucile Ward Yarbrough Scholarship
 Betty Jean Yeager Scholarship
 Helen Frances Yeagan Scholarship
 Current/Non-Endowed Scholarships
 Bienenstock Library Scholarship
 Branch Banking & Trust Teaching Scholarship
 Broyhill Family Foundation Scholarship
 Burroughs Wellcome Fund
 Coca-Cola First Generation Scholarship
 Deborah Lakin Doster Travel Fund for Future Teachers
 Elizabeth Dove, '84 Study Abroad Scholarship
 Eli Lilly and Company
 First Citizens Bank

A. J. Fletcher Music Scholarship
 Genworth Financial
 Golden LEAF Foundation Scholarship
 Golf Tournament Scholarship
 Independent College Fund of North Carolina
 Scholarship
 Martin Marietta Scholarship for the
 School of Education
 Wilma L. McCurdy Memorial Fund
 North Carolina Baptist Scholarship
 Pearce, Brinkley, Cease & Lee - Interior Design Fund
 Presser Music Scholarship
 Sloan Family Student Leadership Fund
 UPS Foundation Scholarship
 Wachovia Foundation Scholarship
 Lettie Pate Whitehead Foundation, Inc. Scholarships

Additional Scholarships

Additional scholarship opportunities are listed on the web page of the Office of Financial Assistance at www.meredith.edu/finaid.

Frequently Asked Questions about Financial Assistance

How can Meredith help my family meet educational costs?

We can offer many solutions. If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time. Please visit www.meredith.edu/finaid for additional information about financial assistance.

Can I receive more financial assistance at Meredith College than at a less expensive college or university?

Probably. Although your expected family contribution remains the same, your financial need varies according to the cost of the college. In contrast with a public institution, for instance, your eligibility level is higher at Meredith.

How much should I budget?

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 2008–2009 budgets used in determining need for on-campus residents and for commuting students living with family are as follows:

Direct Costs

	On-Campus	Commuting
Tuition	\$23,500	\$23,500
Student activity fee	\$50	\$50
Room and Board	\$6,740	—
Total	\$30,290	\$23,550

Estimated Expenses

	On-Campus	Commuting
Room and Board	—	\$3,600
Books and Supplies	\$750	\$750
Transportation	\$550	\$550
Personal Expenses	\$1,250	\$1,250
Estimated Total	\$32,840	\$29,700

Is financial assistance renewed each year through four years of college?

It is not renewed automatically. You must submit the FAFSA each year before the priority deadline and maintain satisfactory academic progress. Each year your award will be based upon the family circumstances that you report.

What if family circumstances change?

Family circumstances change when there are increases or decreases in family income levels which will affect your eligibility for financial assistance each year. For example, a family may borrow against an IRA account (thus raising income and lessening eligibility).

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs. Contact the Office of Financial Assistance for an application and further information.

I'm an International student. Can I receive Financial Assistance?

Yes, but it is very limited. It is based on your academic profile and financial need. We require you to submit an International Financial Aid Application and be fully admitted to Meredith College before any financial award can be presented.

Student Life

The quality of student life at Meredith is important to the Meredith community. The college has a strong commitment to a total education that integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also celebrated for its integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity—and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division of College Programs, including academic advising; admissions; athletics; dean of students; diversity programs; enrollment; financial assistance; residence directors; commuter life; chaplain's services; volunteer services; counseling; health services; residence life; student activities and leadership development; emerging leader seminars; career center; community resources; registrar; first year experience; orientation; international programming; work of the registrar's office; 23+ programs, Institute for Women's Leadership and social, recreational, and cultural events.

Student Orientation

New freshmen students are invited to an Early Advising session during the spring or early summer. At those sessions, students meet with faculty and student advisors, take placement tests, discuss courses for their first semester, and begin their transition into college life and collegiate expectations.

An in-depth and diverse program of orientation for new students and their families takes place before classes start in August and an abbreviated program, for students entering in January. Included in the August orientation program are discussions on various phases of college life, changes in registration, computer orientation and distribution of laptop computers, tours of the library, fitness center orientation, and social events such as picnics and dessert in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisors, campus leaders, and college programs staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The Student Handbook and Activities Calendar is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

Cultural and Social Activities

Believing the cultural and social life of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee, the major events committee, the Wallace Lecture committee, and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; former Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; former United States Congresswoman Patricia Schroeder (D-Colorado); the late playwright Wendy Wasserstein; documentarian Rory Kennedy; Nicholas de Torrenté, executive director of Doctors Without Borders; specialist in sustainable design, William McDonough; journalists Judy Woodruff and Bob Edwards; historians Doris Kearns Goodwin and Michael Beschloss; and Nobel laureates Shirin Ebadi, Elie Wiesel and Seamus Heaney.

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh bring talent to the area. Also, Meredith has a strong focus on dance instruction and performance, with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore! appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Harrick Art Center, in the Rotunda Gallery of Johnson Hall, and in the first floor gallery of the Science and Math Building.

The Meredith Entertainment Association brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. From the dignity of formal occasions such as the Honor Code Ceremony to the hilarity of Cornhuskin', campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem offers availability to a host of cultural and social activities.

Student Honors

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. *Kappa Nu Sigma*, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into *Alpha Lambda Delta*, freshman honor society. *Who's Who in American Colleges and Universities* recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement.

A degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 44.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include *Alpha Delta Mu* for social work, *Alpha Epsilon Kappa* for religion, *Alpha Kappa Delta* for sociology, *Beta Beta Beta* for biology, *Delta Mu Delta* for business, *Kappa Omicron Nu* for human environmental sciences, *Nu Delta Alpha* for dance, *Phi Alpha Theta* for history, *Pi Delta Phi* for French, *Pi Kappa Lambda* and *Sigma Alpha Iota* for music, *Psi Chi* for psychology, *Sigma Delta Pi* for Spanish, and *Sigma Tau Delta* for English. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs, and student leaders who have excelled are recognized in an awards program in the spring.

Student Responsibility

The faith that Meredith places in students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition,

they contribute to overall policy decisions, as they have voting representation on many college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

Student Government Association

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Association, Unity Council and Women in New Goal Settings. An executive committee is composed of the student government president, a secretary, a treasurer, a freshman member-at-large and representatives from each board.

Student Regulations

Through the Student Government Association, students make many of their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, given to all entering students on their matriculation.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The committee directs attention and study to the concerns and the well-being of the students and gives consideration to social, cultural, academic, spiritual, recreational, and health needs of the students.

Student Organizations

Student-directed organizations are another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience, which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests, and abilities. Meredith students can choose from more than 90 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students.

The Herald, the student newspaper, is published for the purpose of communicating information and voicing student opinion. *The Colton Review*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found in the 2008–2009 *Student Handbook and Activities Calendar*.

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development at (919) 760-8338.

Religious Life

Office of the Chaplain

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services that affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Chaplain. The Chaplain is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal issues.

The Wednesday worship services are integral to campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished

Christian Scholar Lecture Series, and the Mary Frances Preston Lectures in Biblical. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

A student religious group, the Meredith Christian Association, works in conjunction with the Chaplain. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

Volunteer Services

The Office of Volunteer Services facilitates and fosters viable collaborative partnerships with Meredith, faculty, students and the broader community. Located in the Office of the Chaplain, the coordinator of Volunteer Services seeks to recognize and celebrate Meredith's volunteer service participants, while identifying, promoting and coordinating service opportunities for the campus community. These service opportunities challenge faculty, staff and students to develop, enhance and practice a personal ethic of volunteer service.

With a strong working relationship between the College and Raleigh's community service agencies and organizations, the Office of Volunteer Services serves as an advisor to the campus Service Council and as a resource for faculty with service learning components in their courses. As director of the MeredithReads program, the coordinator of volunteer services is a liaison to the MotherRead program and is responsible for the recruiting, training and supervising of student volunteer participants.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the coordinator of Volunteer Services in Jones Chapel.

Recreation

Meredith offers a variety of recreational activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and co-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and two dance studios. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

Intercollegiate Athletics

Meredith, a member of the USA South Conference, sponsors six intercollegiate sports, including soccer, volleyball, tennis, basketball, cross country and fast-pitch soft-ball. Students may participate on one or more athletic teams. Individuals who wish to try out should contact the coach of the respective sport(s) upon arrival on campus. Note: Fall sports (soccer, cross country and volleyball) begin practice during the week of freshman orientation, so it may be necessary to contact the coach during the summer prior to the beginning of the fall semester.

The Athletic Office, under the supervision of the director of Athletics, administers the organization and activities of the intercollegiate athletic program. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its policies and procedures and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students. To maintain eligibility, they must be in good standing with the institution, be full-time students, and abide by all rules of the NCAA.

Student-athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student-athletes. The athletic program maintains the same high standards required of all College departments and the same commitment to the education and personal development of student-athletes.

Residence

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned. Each room is equipped with cable television, a telephone jack and voice mail. Residents enjoy internet access through wireless technology.

Freshmen will be assigned to Poteat, Heilman or Barefoot, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be given to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the early part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their floors. Upperclass students also serve as resident assistants in the other residence halls. Three residence

directors live in the freshman residence halls, and three other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment that provides a supportive community for student development. Students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline, usually in March. Students must have at least 60 hours or have resided four semesters in the residence halls. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).
- Resident students must be enrolled as full-time (at least 12 hours) students while living in the halls. If a student drops below full-time, she will not be eligible to live on campus unless approved by the dean of students.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services, laundry machine use, and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- Residential policies will be reviewed annually.

Commuter Student Life

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of the Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication; there are commuter workstations, mail pockets, telephones, computers, wireless technology and e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

Health Care

Health care is under the general direction of the Director of Health Services. The Health Center is served on a regular basis by a physician, a physician assistant, and registered nurses on duty from 8:30 a.m. to 5:30 p.m. Monday – Thursday and 8:30 a.m. to 5 p.m. on Fridays. All visits are confidential. Most visits are free to resident students except gynecology physicals, which include a fee for services. The college physician has designated office hours in the Health Center when students may see her. Only minor illnesses and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The Health Services staff seeks to prevent illness by informing students about good health practices.

Counseling

Academic Advising

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Office of Academic Advising located in the Park Center. *See page 35 for further details.*

Career Planning

The Career Center, located on Second Floor Park Center, offers career counseling, educational programs, and resource information to Meredith students and graduates. Trained counselors help students begin the process of self-discovery by identifying their interests, abilities, and values through individual appointments, assessments, and the use of career information. For-credit career planning classes are taught during the academic year. As students declare their majors, the Career Center provides opportunities for gaining relevant work experience through Cooperative Education. Assistance is available in developing resumes, preparing for interviews, locating graduate/professional school information, and discovering job market trends. Services for graduating seniors include specialized workshops, on-campus interviews, and a web-based career system for posting resumes and viewing job openings. Career fairs during the fall and spring semesters provide an opportunity for students to make direct contact with employers. The Center is open from 8 a.m. – 5 p.m., with evening hours available. To schedule an appointment, call 760-8341 or stop by the office.

Counseling Center

The Counseling Center offers individual and group counseling to students with concerns of any kind—social, emotional or academic—with counselors who are degreed and licensed. All counseling services are free and confidential. The Center also works with students with disabilities and their faculty. In addition to counseling services, the Counseling Center offers psychological consultation, and general referral services. The Counseling Center offers eating disorder and depression/ anxiety screening days. During the Fall and Spring semesters the center provides the community with a counselor on call to assist in crisis situations. The counselor on call can be accessed by calling Campus Police at 760-8888. Ultimately, services for acute psychological crises are provided by local hospitals. Students are encouraged to call any time or stop by between 8 a.m. and 5 p.m. Monday—Friday to make an appointment. The Counseling Center is located on the second floor of Carroll Hall.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community in which people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or disabilityservices@meredith.edu for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Freshman Discovery Series and First-Year Experience Class

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class, intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

Student Organizations

Student Organizations: Opportunities for Involvement

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

Student Government Association

Executive Committee
 Association of Meredith Commuters
 Elections Board
 Honor Council (and Review Board)
 Residence Hall Association
 Senate
 Student Life Committee
 Unity Council
 WINGS (Women in New Goal Settings)

Publications

Publications Board
The Colton Review (literary magazine)
Meredith Herald (newspaper)
Oak Leaves (yearbook)

Programming Associations

Campus Activities Board
 Association for Cultural Awareness
 Meredith Entertainment Association
 Meredith International Association
 Meredith Recreation Association

Religious Organizations

Interfaith Council
 Campus Crusade for Christ
 Catholic Angels
 Chi Alpha Christian Fellowship

Every Nation Campus Ministries
 InterVarsity Christian Fellowship
 Meredith Christian Association
 Muslim Student Association

Service Organizations

Service Council
 Circle K
 Meredith College Junior Woman's Club
 Meredith Habitat for Humanity
 Philaretian Society

Class Council

Freshman Class
 Sophomore Class
 Junior Class
 Senior Class

Clubs

ADANCE
 American Institute of Graphic Arts
 American Society of Interior Designers
 Angels for the Environment
 Artists' Alliance
 Barber Science Club
 Canaday Math and Computer Science Club
 College Democrats
 College Republicans
 Collegiate Music Educators National Conference
 Colton English Club
 Communication Club
Die Reblaus German Club
 Disability Support Organization
 Extra Theatre Company
 Feminist Majority Leadership Alliance
 Habitat for Humanity
 History and Politics Club
La Societa Italiana Italian Club
La Tertulia Spanish Club
Le Cercle Francais French Club
 Mae Grimmer Granddaughters' Club
 MC Golfing Angels

Meredith Accounting Association
 Meredith Advocates for Young Children
 Meredith Association of Family and Consumer Sciences
 Meredith Association of Pre-Health Profession Students
 Meredith Fashion Association
 Meredith Nutrition and Wellness Club
 Meredith Students of Ailing Mothers and Fathers
 Model United Nations
Pi Sigma Epsilon
 Psychology Club
 Social Work Club
 Society for Human Resource Management
 Spectrum
 Sports Science Association
 Student-Athlete Advisory Committee
 Student Business Advisory Board
 Student NC Association of Educators
 White Iris Circle
 Wild at Heart

Honor Societies

Alpha Lambda Delta, Alpha Psi Omega, Beta Beta Beta, Delta Mu Delta, Iota Iota Iota, Kappa Nu Sigma, Kappa Omicron Nu, Lambda Pi Eta, Nu Delta Alpha, Phi Alpha, Phi Alpha Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi Kappa Lambda, Pi Mu Epsilon, Pi Sigma Alpha, Psi Chi, Sigma Alpha Iota, Sigma Delta Pi, Sigma Tau Delta, Silver Shield, Theta Alpha Kappa

Academics: Policies and Procedures

Overview of Academic Requirements

Meredith College requires that students complete a minimum of 124 semester hours in order to earn a baccalaureate degree. A grade point average of 2.0 or higher must be achieved for all courses attempted, all courses attempted at Meredith and all courses taken at Meredith in the major field. A student's program of study includes 51–67 semester hours of general education courses (*pages 58–59*) and all courses required in at least one major field (*page 57*). Major field requirements range from 30 to 70 semester hours; some have concentrations, which give focus to the major field. Remaining credit hours may be earned in teaching licensure, a second major, minors, or with elective courses in areas of interest. Both general education and major field requirements for the Bachelor of Music degree are unique to that program (*page 107*).

This section defines requirements and outlines policies that govern a student's progress toward a degree. *Descriptions and requirements of specific academic programs begin on page 60.*

Types of Degrees

Undergraduate degrees offered by Meredith include the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Music, with majors in the following areas:

Bachelor of Arts		
Art Education	French	Public History
Biology	Graphic Design	Religion
Chemistry	History	Sociology
Communication	International Studies	Spanish
Dance	Mathematics	Studio Art
Economics	Music	Theatre
English	Political Science	Women's Studies
Environmental Studies	Psychology	

Bachelor of Science	
Accounting	Exercise and Sports Science
Biology	Family and Consumer Science
Business Administration	Fashion Merchandising and Design
Chemistry	Foods and Nutrition
Child Development	Interior Design
Computer Information Systems	Computer Science
Mathematics	
Bachelor of Social Work	
Social Work	
Bachelor of Music	
Music Performance	Music Education

The Bachelor of Music with a major in performance or music education is a professional degree built on a liberal arts base. This degree prepares the student for a career in teaching or performance. Its requirements differ from those of other Meredith degrees. *See page 107 for a listing of requirements.* Preparation for teaching includes any Meredith major plus teaching licensure offered by the Education Department. *See page 77.*

Second Baccalaureate Degrees

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith or another institution or by a student currently working on her first baccalaureate degree at the college. The following conditions must be fulfilled by the student who wishes to receive a second and different baccalaureate degree:

1. She must meet all the requirements for the second degree.
2. She must comply with a minimum of 31 hours in residence beyond requirements for the first degree.

Generally the same degree will not be awarded twice. However, a student who holds a bachelor's degree from another institution may be awarded the same baccalaureate degree if the following conditions are met:

1. The field of study is different from that of the first degree. This requirement is subject to approval by the vice president for academic programs and the Academic Council.
2. The student has met all Meredith degree requirements, including general education and major requirements.
3. The student has completed a minimum of 31 credit hours at Meredith.

A student working on a second baccalaureate degree shall be classified academically as a senior.

Another option for current or prospective students is a second major or minor. Either of these can be earned by completing the courses and credit hours required. *For admissions requirements and procedures, see page 16.*

Choice of Catalogue

The catalogue for the year in which a student enters Meredith College governs the degree requirements during her period of enrollment. She may elect to follow degree requirements published in that or any subsequent catalogue in force during her period of residence. A student accepted for re-admission to the college after an absence of more than a year will comply with the degree requirements of the catalogue under which she is readmitted or a subsequent catalogue. The student will be considered "in residence" during the semester in which the student withdraws officially from the College or is approved for leave of absence. Exceptions may be necessary in order to conform to standards of outside accrediting agencies. The Meredith College Catalogue does not serve as a contract of any kind except for financial obligations outlined on page 20.

Academic Planning and Advising

Upon entering Meredith, a student is assigned an academic advisor, based on her indicated major of interest, who will work collaboratively with her to plan course schedules and explore her academic goals and interests. Although some enter Meredith with a major in mind, students more typically explore a number of options before choosing a direction. Students who are still exploring majors will be assigned to work with faculty advisors trained to assist students in the exploration process and decision making. Students are encouraged to declare their major any time after their first semester. All advisors are well versed in general education requirements and familiar with campus resources and support systems. Questions about academic advising should be addressed to the Office of Academic Advising at (919) 760-8059 or email advising@meredith.edu.

First year students usually enroll in general education courses and entry-level courses in their fields of interest. During this time they consult with academic advisors and other faculty and staff to create a plan of study. At the end of the junior year, the student and her advisor will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Selecting a Major

A **major** is a program of approved courses and experiences that allows a student to pursue in-depth study in a discipline, or in an interdisciplinary curriculum, in order to advance her knowledge and understanding of the content and tools of that field of study. Established majors described in this catalogue, as well as a contract major option, are available. A major prepares students for graduate study and, in some instances, it may have a career oriented or pre-professional focus. The major field is listed on a student's transcript, along with the degree that is conferred.

A major requires a minimum of 30 semester hours and a maximum of 70 hours (including prerequisite courses). A major may exceed 70 hours for a professional degree or when mandated by an accrediting or licensing agency. At least 35 per cent of the credit hours required for a major must be taken in courses designated by the department as upper level.

A major may also require specific courses outside of the department or school offering the major. In such cases these related courses are considered part of the total hours required for the major.

A **concentration** is an area of specialization within a major designed to focus on a specific content area and/or provide a career-oriented component. Schools and departments offer concentrations when the discipline or field of study is particularly broad and students may wish to develop a significant degree of expertise in a particular area of the major field. A concentration requires a minimum of 18 semester hours and will consist of no more than 50% of the courses which are required for the major except when an accreditation or licensure agency or the professional standards of the discipline mandates a different allocation of those hours. A concentration is listed on the student's official transcript as part of the major field of study, along with the degree conferred.

ENG 090, MAT 090, and 100 level foreign language courses are not considered prerequisites and are not part of the major hours. A major may require (or present as an option) a concentration within the discipline or have a co-requirement of a minor.

A student may complete up to two years of study at Meredith before declaring a major. Although encouraged to explore various options during this time, she should talk with her advisor about course sequences and offerings in her areas of interest. A late declaration of major can put a student behind in some disciplines.

Those wishing to pursue teaching licensure should make the office of Academic Advising aware of their interest as soon as possible in order to allow for timely progress toward graduation.

Applying for a Contract Major

The contract major option allows the highly focused and motivated student to design a unique course of study. Students wishing to combine course work in several disciplines or pursue a specific topic in depth within or across disciplines may want to consider this option. A grade point average of 2.5 or better is recommended for students who propose a contract major.

There are two types of contract majors:

1. **Departmental** — Departmental majors include mainly courses within the respective department or school, but may include supporting courses from other disciplines.
2. **Interdisciplinary** — Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments or schools.

In most cases, a department or school will design these majors according to the following guidelines: **(a)** a minimum of 36 semester hours; **(b)** a unifying theme; **(c)** a core discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines; and **(d)** a three-hour senior project.

All contract majors require a substantial number of upper level courses. Requests for CRC and transfer credit in the contract major will follow Meredith College guidelines. Normally, a contract major must be considered and approved by the Academic Council no later than the junior year. Students who pursue a contract major will be expected to assess how each course taken, as part of the major, serves the purpose of the contract major.

A student interested in this option meets with her advisor(s) to design the contract major proposal for submission to the Academic Council. The contract major proposal must be submitted to the Academic Council using the format outlined on the "Proposal for a Contract Major" form available in the registrar's office. All contract major proposals for the next year must be submitted by the final date for proposals for curriculum changes to Academic Council.

Minors

A **minor** allows a student to pursue an area of interest in addition to her major by completing an approved course program in another academic discipline or related disciplines. Structured minors are available in most departments and schools. In addition, the college offers several interdisciplinary minors. In general, a minor is optional, although certain majors have a co-requirement of a minor as outlined in the major requirements. A minor is listed on the student's official transcript.

A grade point average of 2.0 or higher must be achieved for all courses taken at Meredith in a student's minor. Minors require a minimum of 18 semester hours, with study in upper division courses. Of those hours, 9 semester hours must have been completed at Meredith.

Applying for a Contract Minor

Students may develop and propose a contract minor with the support of a department or school according to the following guidelines: **(a)** contract minors will have a minimum of 18 and a maximum of 24 semester hours; and **(b)** contract minors will be comprised of courses that have a unifying theme. Contract minors are subject to the same procedures for review and approval as contract majors. (See above).

Declaring a Major and Minor

A student may declare a major by consulting with the department head or other faculty in her chosen field of study and submitting a Declaration of Major form to the Office of the Registrar. She follows the same procedure for declaring a minor; consulting with the program head or administrator, filing a Declaration of Minor form with the Office of the Registrar.

The Family Educational Rights and Privacy Act

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law requiring Meredith College to protect the confidentiality of student educational records. Meredith College has adopted the policies outlined below to comply with the law, to inform students of their privacy rights, and to maintain the protection of student educational records.

Although student educational records are protected, Meredith College is not required to protect information that is classified as "directory" information. Meredith College has the right to release the following directory information without a student's prior consent.

- Name, address, telephone number, e-mail address
- Date and place of birth, and country of citizenship
- Dates of attendance, academic major, degrees and awards received
- Institutions attended
- Weights and heights of athletic team members
- Participation in sports and activities
- Student photographs

Any student who would like her directory information protected under the same guidelines as educational records should submit a written request to the following offices: the registrar's office for undergraduate students, the graduate office for graduate students and the School of Education for licensure only students. This written request must be submitted to the appropriate office by the 20th classroom day of the Fall or Spring semester. It is not retroactive.

Students have the right under FERPA to inspect and review their education records and to appeal to the appropriate office to have any incorrect information corrected. Student also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by Meredith to comply with the Act.

Registering for Courses

Registration Materials

Registration instructions and class schedules are available from the Registrar's office before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

Shortly after mid-semester, students in good financial standing, and with no holds on their records, may pre-register for the following term. Schedules may be adjusted during the drop/add period — the first five days of the semester.

Course Load and Overloads

The student wishing to graduate in four years should take 15–16 hours per semester. A full-time course load ranges between 12 and 18 hours. Students on probation should read the section on Satisfactory Progress, Retention and Suspension for their course load guidelines. A student who wishes to take a course overload of more than 19 hours must have written permission from the vice president of academic programs. A student seeking overload permission may take no more than 9 hours of half-semester courses.

Advising in the Major Field

Once a student declares a major, she is assigned an academic advisor in that field. This advisor will assist the student in planning her course work until graduation. At the end of the junior year, the student and her advisor will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Dropping and Adding Courses

A drop-add period running for the first five days of each semester offers an opportunity to make adjustments to the class schedule.

Classification

Students are classified by year of study on the following basis:

Classification	Semester hours completed
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Credit Options and Restrictions

In addition to credit earned in scheduled courses at Meredith, students have a number of options for earning and transferring course credit and pursuing alternate educational experiences. These options are listed below.

Transfer Credit

Candidates for a degree at Meredith College may transfer credit from colleges offering programs accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association. The candidate will receive credit for the courses acceptable for an undergraduate degree at Meredith for which she has received a grade of “C” or better.

With the exception of physical education and dance activity courses, pass/fail courses accepted for transfer will not count toward major or general education requirements.

Work from other institutions accepted for transfer to Meredith College will be recorded with the name of the institution, the term or terms attended, the course taken (or the Meredith equivalent course if applicable) and the credits earned. No grades earned will be listed on the transcript, and transfer courses will not be considered in the calculations for Latin honors, overall GPA, or major/minor GPA. Transfer credits are recorded in semester hours, and if the credits were earned under a quarter system they will be converted to semester hours.

Students who transfer to Meredith College will be required to complete all general education requirements for graduation. For students who have 60 or more accepted transfer credit hours, the following three allowances will be made in their curricular requirements for general education.

1. CORE 100 is waived.
2. CORE 200 may be fulfilled through the means required of all students. CORE 200 can also be fulfilled by combining a single course from an approved list with a specific CORE 200 final course project. Together the course and the project will fulfill the learning outcomes of CORE 200.
3. The Foreign Language Requirement may be fulfilled through demonstrated competency OR six credit hours in a single language. In the case of other requirements transferred credits will be counted toward general education requirements only with the approval of the Director of General Education. Transferred credits will be counted for requirements of a major or minor only with the approval of the appropriate department head or dean. Likewise, credits earned 10 or more years prior to application will be evaluated under consultation with the department head or appropriate dean.

Advanced Placement Credit

Advanced placement and credit are available to admitted students in approved Meredith programs through several avenues

- Advanced Placement Examination of The College Board (AP);
- College-Level Examination Program test (CLEP);
- International Baccalaureate examination (IB);
- Meredith College departmental tests; and
- course credits recommended by the American Council on Education and approved by the Meredith registrar.

Details of Meredith's AP, CLEP and IB policies are listed in the tables on the following pages.

Transcripts of credits may be presented for evaluation as part of an admissions package or, in the case of enrolled students, to the registrar.

Students must complete a course at Meredith in the same department or area with a grade of at least a “C” before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Hours Granted	College Courses Satisfied
Art History	3,4,5	3	Art History Art 221
Art Studio Drawing	3,4,5	3	Studio Art Elective
Art General	3,4,5	3	Studio Art elective
Art 2-D	3,4,5	3	Studio Art elective
Art 3-D	3,4,5	3	Studio Art elective
Biology	3,4,5	4	Biology 101, 141
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	3	Computer Science 101
Computer Science AB	3,4,5	6	Computer Science 101, 212
Economics —Macroeconomics	3,4,5	3	Economics 100
Economics—Microeconomics	3,4,5	3	Economics 101
English Language & Composition	3	3	Elective (not general education requirement)
	4,5	3	English elective OR placement in Advanced Composition and credit for English 111
English Literature & Composition	3	3	English elective
	4,5	3	One course in English, American or World Literature
Environmental Science	3,4,5	4	General Elective
French Language	3	3	French 205 or 206
	4,5	6	French 205, 206
French Literature	3	3	1 300-level French literature class
	4,5	6	2 300-level French literature classes
German Language	3	3	German 205 or 206
	4,5	6	German 205, 206
Government & Politics, Comparative	3,4,5	3	Politics 204
Government & Politics, United States	3,4,5	3	Politics 100
History—European	3,4,5	3	History 102
History—United States	3,4,5	3	History 214 or History 215
History—World	4,5	3	History elective credit (also fulfills cultural perspective elective)
Human Geography	3,4,5	3	General Education behavioral and social science elective
Latin/Literature	3	3	1 300-level course
	4,5	6	2 300-level courses
Latin/Vergil	3	3	Latin 205 or 206
	4,5	6	Latin 205, 206
Mathematics—Calculus AB	3,4,5	4	Mathematics 211
Mathematics—Calculus BC	3,4,5	8	Mathematics 211, 212
Music Theory	3,4,5	3	Music 100
Physics B(General)	3	4	Physics 211, 241
	4,5	8	Physics 211, 241, 212, 242
Physics C (Mechanics)	3,4,5	4	Physics 211, 241
Physics C (Electr. and Magnetism)	3,4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
Spanish Language	3	3	Spanish 205 or 206
	4,5	6	Spanish 205, 206
Spanish Literature	3	3	1 300-level Spanish literature class
	4,5	6	2 300-level Spanish literature classes
Statistics	3,4,5	3	Mathematics 245

Meredith College International Baccalaureate Policy

IB Subject	Min. Score Accepted	Semester Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work) <i>Subsidiary Level</i>	5	3	Studio Art elective
Art/Design Option B (Research Workbook) <i>Subsidiary Level</i>	5	3	Art elective
Art/Design Option A&B <i>Higher Level</i>	5	6	3 credits Studio Art 3 credits Art elective
Biology <i>Higher Level</i>	5	4	BIO 101/141
Business & Organization <i>Higher Level</i>	5	6	6 hours toward business major
Chemistry <i>Subsidiary Level</i>	5	4	CHE 111/141
Chemistry <i>Higher Level</i>	5	8	CHE 111/141, CHE 112/142
Classical Languages <i>Subsidiary Level</i>	5	3	Aesthetics and Art elective
Classical Languages <i>Higher Level</i>	5	6	Aesthetics and Art elective
Computer Science <i>Higher Level</i>	5	3	Computer Science elective
Economics <i>Higher Level</i>	5	6	ECO 100/101
English (Language A1) <i>Higher Level</i>	5	3	Literature elective
Environmental Systems	5	4	Biology elective, Lab science
French <i>Subsidiary Level</i>	5	3 after completion of 6 hours at Meredith	
French <i>Higher Level</i>	5	6 after completion of 6 hours at Meredith	
Geography <i>Subsidiary Level</i>	5	3	Behavioral & Social Science elective
Geography <i>Higher Level</i>	5	6	Behavioral & Social Science elective
German <i>Subsidiary Level</i>	5	3 after completion of 6 hours at Meredith	
German <i>Higher Level</i>	5	6 after completion of 6 hours at Meredith	
History <i>Higher Level</i>	5	3	History elective
History of the Islamic World <i>Higher Level</i>	5	3	History elective
Information Technology in a Global Society	5	3	Elective towards graduation
Mathematical Methods <i>Subsidiary or Higher Level</i>	5	3	Mathematics elective
Mathematics <i>Higher Level</i>	5	7	MAT 144, MAT 211
Advanced Mathematics	5	3 or more	See dept. for credit determination
Music <i>Subsidiary Level</i>	4	2 or 3	MUS 214 (3), MUS 215 (2)
Music <i>Higher Level</i>	5	3	MUS 100
Philosophy <i>Higher Level</i>	5	3	Philosophy elective
Physics <i>Subsidiary Level</i>	5	4	PHY 211/241
Physics <i>Higher Level</i>	4	8	PHY 211/241, PHY212/242
Psychology <i>Higher Level</i>	5	3	Psychology elective
Social Anthropology <i>Higher Level</i>	4	3	SOC 260
Spanish <i>Subsidiary Level</i>	5	3 after completion of 6 hours at Meredith	
Spanish <i>Higher Level</i>	5	6 after completion of 6 hours at Meredith	
Theatre Arts <i>Subsidiary Level</i>	4	3	THE 114
Theatre Arts <i>Higher Level</i>	5	3	THE/ENG 350

College Level Examination Program (CLEP) Examination

CLEP Examination	Min. Score Accepted	Amount of Credit Granted	Equivalent Course(s)
Business			
Accounting, Principles of	50	3	ACC 220
Business Law, Introductory	50	3	BUS 340
Information Systems & Computer Applications	50	3	
Management, Principles of	50	3	BUS 300
Marketing, Principles of	50	3	BUS 360
Foreign Languages			
French, Level 1	50	3	FRE 101
French, Level 2	TBA		
German, Level 1	50	3	GER 101
German, Level 2	TBA		
Spanish, Level 1	50	3	SPA 101
Spanish, Level 2	TBA		
History & Social Sciences			
American Government	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I: <i>Early Colonizations to 1877</i>	50	3	HIS 214
History of the United States II: <i>1865 to the Present</i>	50	3	HIS 215
Human Growth & Development		NONE	
Macroeconomics, Principles of	50	3	ECO 100
Microeconomics, Principles of	50	3	ECO 101
Psychology, Introductory		NONE	
Social Sciences & History	50	3*	
Sociology, Introductory		NONE	
Western Civilization I: <i>Ancient Near East to 1648</i>	50	3	HIS 101
Western Civilization II: <i>1648 to the Present</i>	50	3	HIS 102
Composition & Literature			
American Literature		NONE	
Analyzing & Interpreting Literature		NONE	
Composition, Freshman		NONE	
English Composition (with or without essay)		NONE	
English Literature	50	NONE	
Humanities	50	3*	
Science & Mathematics			
Algebra	50	3	MAT 141
Algebra-Trigonometry	50	3	MAT 144
Biology		NONE	
Chemistry	50	6	CHE 111, 112
Calculus with Elementary Functions	50	3	MAT 211
College Mathematics	50	3*	
Natural Sciences	50	3*	
Trigonometry	50	3	MAT 143

Visitation Credit

A student may elect to study for a single semester at another college or university while retaining her status as a Meredith student. This arrangement allows her to return to Meredith the following semester without having to apply for re-admission. Applications for this option are available in the Office of the Registrar. These arrangements must be completed before the student begins her study at another institution.

Cooperating Raleigh Colleges

Meredith, Peace, and Saint Augustine's Colleges, and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the five institutions. Under this agreement full-time Meredith students may take collegiate-level courses at any of the other campuses in the consortium. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree. Web-based and video courses at North Carolina State University are not included under the CRC agreement.

A student may take up to three courses per year during the fall and spring semesters through the CRC agreement. She may not take courses available at Meredith, except in unusual circumstances. The approval process begins with the student's academic advisor and requires approval from the head of the respective department or school. A CRC Application form is available in the Office of the Registrar. Approval is subject to space availability, as determined by the host institution.

Academic Council receives written appeals from students whose requests have not been approved under the stated process.

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using several options available under the Special Studies Program. Special studies courses may be proposed by students or faculty. They require approval by the head of the department or school which grants the credit as well as the School Dean for the department. Up to four credit hours may be earned in a special studies course, and the option may be pursued on multiple occasions. Options are listed below, accompanied by their course numbers. The course prefix is that of the sponsoring academic program:

INDEPENDENT STUDY (910)

- A program of study involving a minimum of guidance and allowing truly autonomous study.

DIRECTED INDIVIDUAL STUDY (920)

- An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance is provided by the instructor.

COMMUNITY INTERNSHIP (930)

- An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

GROUP STUDY (940-949)

- A course on special topic which is not already offered in the curriculum. Approval is granted on a one-semester basis.

With the exception of group study, which is listed in the schedule of courses, the special studies options listed above require a Special Studies form, available in the Office of the Registrar. The completed form must be submitted to the registrar's office by the end of the drop/add period.

Special studies courses may be designated Pass/Fail by those responsible for approving them. A student may elect these in addition to her P/F options (*see page 45*).

Undergraduate Research Courses

Academic credit for undergraduate research may be earned in several departments in the following categories:

299 Introduction to Research — Open to freshmen and sophomores who have an interest in the indicated discipline and who would like to work with a faculty member on a project involving research in the discipline. May be repeated up to a total of 6 semester hours.

498 Honors Thesis — Open to seniors in the Honors Program and/or Teaching Fellows Program who will formulate and execute an original research project at an advanced level. Maximum credit provided is 4 semester hours.

499 Research — Open to junior and senior majors or others by permission. For students who have an interest in working with a faculty member on an original research project at an advanced level. May be repeated up to a total of 6 semester hours.

Through involvement in the Undergraduate Research Program, students at Meredith:

- Mature in their research endeavors during their undergraduate studies.
- Exhibit competence in the modes of inquiry typical of their chosen disciplines.

- Grow in their confidence as skilled researchers and analytical thinkers.

Undergraduate research courses are governed by the following guidelines and procedures:

The numbers 299, 498 and 499 are reserved for research courses at the undergraduate level in each department and discipline. These numbers will not be used by other course offerings.

Each course numbered 299, 498 or 499 can provide up to a maximum of 4 semester hours of credit.

Courses numbered 299 or 499 may be repeated for credit. However, students registering for 299 and/or 499 may receive no more than a maximum total of 6 semester hours of credit toward graduation for each 299 and 499.

Students may receive no more than a maximum total of 12 semester hours of credit toward graduation in courses numbered 299, 498 and 499.

Students registering for 299, 498 and 499 courses are required to fill out a form providing information in their research projects available in each department office and in the registrar's office. The completed forms will be maintained in the Office of the Registrar.

Courses labeled 299, 498 and 499 may only be taken for a letter grade.

The total amount of credit will vary for each research project depending on the nature of the work, the research project, and the amount of time spent on the research. A minimum of 3 hours of research work each week per semester hour of credit is a requirement.

Summer Study

Meredith conducts a summer session in which courses are generally taught over a three-week term, with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty advisor or the Office of the Registrar. She secures for specific courses written approval of her advisor, and the registrar. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

Meredith degree candidates taking courses at another institution must make a grade of "C" or better for the course to transfer to Meredith.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department or school head to decide upon any credit given. In some cases, departmental or school examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who plans to study abroad in her senior year, completing 15 of her last 30 hours at Meredith will suffice if approved by the International Studies Committee. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A transfer student from a regionally accredited institution must complete at least 31 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 31 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department or school. A student transferring with senior classification will be expected to take at Meredith at least 9 hours in her major, subject to the approval of the department or school.

Credit in Music

Of the 124 hours required for graduation, no more than 4 may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 166 for list of ensemble courses.)

Credit in Physical Education and Dance

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health and Physical Education and by the Vice President for Academic Programs or the Registrar. When the general education/ physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

Cooperative Education

Cooperative education offers sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments for evaluation. One to four hours of academic credit may be earned for each work experience. Up to eight hours of cooperative education credit may be applied to the 124 hours required for graduation.

Auditing Courses

Auditing is an arrangement under which a student participates in but does not earn credit for a course. Audits may be arranged on the first meeting day of the course. Forms are available in the Office of the Registrar.

Full-time degree students may audit a course upon the approval of the course instructor and the registrar. The course becomes part of the student's course load and is listed on her permanent record.

A course must be designated for audit within the first 20 days of the semester. Any audited course may be dropped in the same manner as other courses. If the student withdraws from the audited course or does not satisfy the instructor's stated expectations for the audit, the grade of NA will be given.

Repeated Courses

A student may repeat a course she has taken at Meredith in order to improve her grade. She should do so in the semester following the first attempt or as soon as the course is offered again. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat a Meredith course at another college; grades for courses repeated elsewhere will not improve the Meredith quality point ratio.

Corequisites

A corequisite is a supplementary component of a course. Examples include laboratories or practica requirements. Corequisites are listed in the course schedule book. The student must register for corequisites concurrently with the course registration and complete all requirements of each in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component during the drop/add period, she must drop both components.

Developmental/Remedial Courses

Developmental or remedial courses are offered in some subject areas for students needing additional preparation for college-level work. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average, and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses numbered lower than 100, which are taught for credit and do count as hours earned toward graduation, nor to LEG classes which are part of the Paralegal Program and do not carry credit.

Academic Recognition and Graduation

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.5 grade point average appear on the list. To qualify for this honor, students must have completed at least 12 credit hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

Graduation

Students may graduate in May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Registrar. Those who plan to graduate in May or August must file by December 1; December graduates file by May 1. Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this plan when they file for graduation.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

Graduation with distinction is based on achieving the following grade point averages for all work counted toward graduation: 3.5—cum laude; 3.7—magna cum laude; 3.9—summa cum laude. Students must have a minimum of 62 hours earned at Meredith College to earn distinction.

Commencement

A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree they receive. Only persons who fully meet the requirements for graduation will receive diplomas at a commencement program. Participation in a commencement program (May or December) is open to the following:

- students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony). August graduates may participate in December or May programs.
- students who have completed the requirements for graduation in the semester of the graduation ceremony.
- students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The diploma will be sent after receipt of official transcript showing successful completion of all course work.

Grading System

A student earns one official semester grade for each course; it may be a letter grade or a pass/fail designation. The course syllabus provides a statement of how the grade is determined, i.e., the assignments and relative weight of each. Although every course and field of study present unique challenges in assessing student performance, instructors refer to the following statements of interpretation when assigning grades.

Letter Grades

- A** Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
- B** Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C** Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D** Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P** Passing of a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F** Failure which may not be made up by re-examination.
- I** The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N** An interim grade assigned when there is no report by the instructor.
- Z** An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- W** The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.
- AU** The student completed a satisfactory audit.
- NA** The student did not complete a satisfactory audit.
- T** Transfer course.
- TR** Consortium course taken through the Cooperating Raleigh Colleges (CRC).
- NT** Consortium course taken but not transferable through the CRC.

Pass/Fail Grading

The pass/fail option encourages a student to explore unfamiliar subject matter without serious risk to her grade point average. Course content and requirements for pass/fail registrants are the same as those for students earning letter grades. A grade of P indicates that the student has achieved at least minimal passing performance in the course.

Some courses are taught only for pass/fail grading. These include all physical education and dance activity courses taken for credit toward fulfillment of general education requirements. (Additional activity courses may be assigned letter grades.). Courses designated Pass/Fail Only are excluded from the following Pass/Fail restrictions:

- 1 A student may elect to take a total of two courses for pass/fail grading. These courses must be taken during her junior year and/or senior year and may not include any course required for her major, minor, licensure, or general education (See Item 4 below.) However, with the department or school's permission, a student may elect to take a seminar in her major for pass/fail grading.
- 2 Only one such course may be elected during a single semester.
- 3 A department or school may choose to offer courses for pass/fail grading. These courses will not count as one of the student's two elected pass/fail courses.
- 4 Physical education and dance activity courses taken for general credit are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.
- 5 Licensure-only students must take all courses required for licensure (except those offered only as pass/fail) for a grade.

Some departments and majors choose to restrict pass/fail options for seminar courses. Students transferring into a new major will face reassessment of pass/fail credit. Only one course previously taken as pass/fail will apply to the major requirements; others taken pass/fail will be forfeited.

Students designate pass/fail courses at the time of registration. Changes in grade options must be made within the first 20 days of the semester. A passing grade in a pass/fail course indicates that the student has performed at the level of D or better. If a P is earned, the credit hours do not count in the total hours attempted. If an F is earned, the credit hours are counted in the hours attempted.

Class Attendance

Class attendance is essential to success in a course. Students are expected to prepare for and attend each class meeting, including conferences and other academic appointments, and to participate fully in the learning process. Instructors may include class attendance in the calculation of the course grade. The effect of class attendance on the grade will be clearly specified in writing by the instructor at the beginning of the course.

Grade Reports

A grade report is issued to the student on-line shortly after the end of the semester. The student may request a written copy with a written request to the Office of the Registrar. These requests will be processed as transcript requests.

Quality Point Ratio

The grade report provides a semester quality point ratio and an overall quality point ratio. These averages are calculated by assigning the following numbers to letter grades: A=4, B=3, C=2, D=1. Quality point ratios are calculated by dividing the number of quality points earned by the number of semester hours attempted. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio. For courses taken on a pass/fail basis, a P will not be counted as hours attempted, but an F grade will be calculated in the hours attempted figure.

Grade Appeals

Students should address questions about specific course grades to the instructor of the course. If the questions are not clarified, the student should consult with the department head. Should further information be required, the matter should be reported to the vice president for academic programs.

Satisfactory Progress, Probation, and Suspension

To continue enrollment at the College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation.

Satisfactory Progress

Satisfactory progress means maintaining the following minimal overall quality point ratio each semester:

Total Hours Attempted	Minimum Expected Meredith QPR
1–16	1.500
17–25	1.700
26–59	1.800
60–89	1.900
90 and above	2.000

Academic Probation

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on probation must conform to the following guidelines the next semester in which she is enrolled:

A student on Academic Probation will be required to:

- ☐ Register for no more than 14 hours, unless deemed appropriate by the assigned probation advisor.
- ☐ Enroll in ENG 111 if her general education composition requirement has not been met.
- ☐ Repeat courses in which a D or F was earned.
- ☐ Complete an academic success workshop and Contract for Academic Improvement followed by a meeting with an Advisor in the Office of Academic Advising. These meetings must occur within the first month of classes.

Failure to satisfy all of these requirements will result in a delay of future class registration until the student has presented detailed plans for correcting her academic deficiencies to the Director of Academic Advising.

Students are encouraged to attend summer school at Meredith College to improve their academic standing. Students on academic probation will not be approved to take summer course work at another college or university as it will not improve their Meredith standing.

Suspension

A student who remains on academic probation after two consecutive semesters without meeting the minimum Meredith quality point ratio will be suspended for the following semester. A student may make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester.

A suspended student may apply for re-admission and, if readmitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation, must follow the guidelines of probation, and must raise her Meredith QPR to the minimum standard outlined in the chart above. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the registrar within 10 days of receipt of the notice of suspension. A standing retention committee will hear the appeal. Appeal application forms are available from the registrar.

Students who are placed on probation or suspension status should contact appropriate offices, (e.g. Financial Assistance, Athletics, Honors, Education, Dean of Students, International Programs, etc...) to determine participation and eligibility levels while being in this status.

Leave of Absence

A currently-enrolled student may request from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith and has turned in her Meredith laptop computer and all of its associated equipment. Students receiving financial assistance should confer with the Financial Assistance office before applying for a leave. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College and no later than the last day of classes if she does not plan to complete her current semester.

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office, and returned her laptop if she was given one when admitted.

A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of absence within 60 days of her last day of class attendance.

Withdrawal

Students who leave the college without completing their academic program may be granted an honorable dismissal and appropriate financial adjustments by following the college's withdrawal procedure. Withdrawal is processed by the following offices:

Undergraduates who entered through the Office of Admissions . . .	Dean of Students Office
23+ undergraduates.	23+ Office
Licensure only students.	School of Education
Other students	Office of the Registrar

Students must withdraw within 60 days of last class attendance or no later than the last day of class of the last semester enrolled.

Academic Records

The Office of the Registrar serves as the repository of academic records for the college.

Enrollment Verification

Students may request enrollment verification by contacting the Student Clearinghouse. They can be reached at (703) 742-4200 from 8:30 am until 5:15 pm EST, by fax at (703) 742-7792, by email to service@studentclearinghouse.org, or on the Web at www.studentclearinghouse.org.

Transcripts

Transcript requests must be made in writing by the student to the Office of the Registrar, Meredith College, 3800 Hillsborough St, Raleigh, NC 27607. The graduation and lifetime transcript fee allows up to ten transcripts per order, with an additional \$5.00 charge per additional transcript.

Name and Address Changes

Name and address changes should be reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

Academic Enhancements

Academic programs and majors at Meredith are enhanced by a number of experiences, resources, and specialized programs which reflect both tradition and change. Students are encouraged to enrich their course of study by taking advantage of the options most suited to their goals, strengths, and aspirations.

Undergraduate Research

Faculty/student research partnerships and the nurturing of individual talents have defined the Meredith educational experience since the founding of the college. In recent years expanded resources and support have become available for research and creative endeavors across the curriculum. The Undergraduate Research program sponsors projects and events that profile student achievement and extend opportunities for students in specific careers and graduate study. Students in all areas are encouraged to present their work at conferences, submit to undergraduate research publications, and participate in the annual Celebrating Student Achievement event on campus.

Students in all academic programs may earn course credit for approved research work. Academic advisors and faculty who share a student's interest can offer further information and guidance. Please visit www.meredith.edu/urp for more information.

Service-Learning

Service-learning is a partnership engaging Meredith students, faculty, staff and diverse communities by integrating into academic curriculum intentional service opportunities that respond to community needs. Service-learning aims to benefit students' education, further faculty research and teaching, cultivate civic responsibility and life-long learning, and foster community-campus collaborations.

Through service-learning students learn course concepts and theories in a powerful, experiential manner. Additionally, service-learning and critical reflection promotes critical analysis of complex social problems, cultivation of participatory skills necessary for engaging in a diverse democracy, and development an ethic of social justice. Opportunities range from a one-time service experience within a course to more fully integrated service-learning courses designated as "SL" enhanced. "SL" courses fulfill the Experiential Learning requirement for graduation.

Study Abroad

As American life is increasingly touched by cultures beyond our borders, global understanding and skills become not extras but necessities. The Meredith study abroad program exists to enable students to:

- Acquire new knowledge of themselves and of the world – both general and discipline specific, ideally including learning another language.
- Gain cross-cultural skills and awarenesses, including increased knowledge of themselves as cultural beings.
- Develop some of the skills and dispositions essential to global citizenship, e.g. become interested in and informed about world affairs, curious about and supportive of international visitors to the U.S., and keen to travel to experience new cultures.
- Affirm diversity, tolerate ambiguity, and refuse to make assumptions about people from other cultures.
- Be able to make cogent observations about social and political institutions, about the values of the citizens, and about both the arts and artifacts created by those cultures.

Summer Abroad Opportunities—Annual Summer Opportunities

MEREDITH ABROAD IN ITALY, SWITZERLAND AND ENGLAND

Each summer the College offers a course of study in selected foreign countries (currently Italy, Switzerland and England) enabling a student to earn 12 semester hours of college credit at approximately the same cost as a semester on campus. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many disciplines also provide special studies options. Students may elect to do either the continental or UK portion of the program — or both.

MEREDITH ABROAD IN SANTIAGO DE COMPOSTELA, SPAIN

Each summer the department offers a Spanish language and culture program in Santiago de Compostela. Students take two courses, living with local families while they study and learn

MEREDITH FASHION ABROAD IN PARIS, FRANCE

Each summer fashion merchandising and design students can study at Paris American Academy, learning from leaders in the field about every aspect of the fashion industry.

Meredith Abroad — Special Summer Opportunities

Short-term international studies programs are offered regularly in various disciplines.

In the past, the Department of Biology has sponsored programs in arctic Russia, Belize and Costa Rica; the Department of History and Political Science, a program in Iceland; The Department of Music, a program in Austria and the School of Education, a program in New Zealand; and the Department of Sociology and Social Work, a program in Sri Lanka. The School of Business has sponsored programs in the United Kingdom as well as Denmark. Both Denmark's International Study Program and the School for Field Studies (see below) offer summer programs. Meredith students also study abroad on individually-tailored programs — recently to South Africa, Guatemala, Australia, Greece, France, Jordan, Puerto Rico, Ecuador, Chile, Senegal, and Costa Rica.

Semester and Year Abroad Opportunities

SEMESTER/YEAR IN U.K., IRELAND, AUSTRALIA, AND NEW ZEALAND

Meredith students regularly study in universities in England, Ireland, Scotland, Australia and New Zealand. Recent U.K. locales include Aberdeen, Bristol, Edinburgh, London, and Nottingham. Dublin is our principal Irish site. New South Wales attracts most Meredith students who study in Australia.

SEMESTER/YEAR IN MADRID, SPAIN

Advanced Spanish students may apply for study at the Universidad Nebrija in Madrid, Spain, through the Department of Foreign Languages and Literatures.

SEMESTER/YEAR IN ANGERS, FRANCE

Advanced French students may apply for study at the Université Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages and Literatures.

SEMESTER /YEAR IN HONG KONG

Meredith is a partner institution of Hong Kong Baptist University, a premier institution. Appropriate for most majors, this university provides an ideal setting for international business majors.

SEMESTER/YEAR IN PEOPLE'S REPUBLIC OF CHINA

Meredith is a member of SASASAAS, a consortium that sends students to China each semester to study Chinese language and culture.

SEMESTER/YEAR WITH THE SCHOOL FOR FIELD STUDIES

Meredith's affiliation with the School for Field Studies allows interested students to do original research in environmental studies in the Caribbean, Costa Rica, Australia, Kenya, and Mexico.

SEMESTER/YEAR AT ST. CLARE'S IN OXFORD

St. Clare's Liberal Arts Program serves well Meredith students wishing a challenging program featuring small classes in a rich locale. Prospective teachers may do an internship.

SEMESTER/YEAR IN COPENHAGEN

Meredith's partnership with Denmark's International Study Program allows students of child development, education, interior design, biology and pre-med, and business to study in a cutting edge program.

INDIVIDUALLY-TAILORED SEMESTERS

The Office of International Programs works individually with students interested in studying in countries in which we do not have programs. Meredith students have recently enrolled in universities in Argentina, Australia, Costa Rica, Germany, Greece, India, Italy, Japan, Kenya, the Netherlands, New Zealand, Russia, Spain, and South Africa.

Meredith Art Travel/Study Programs — Abroad and at Home

Each summer the Art Department offers a travel/study opportunity. Destinations include Italy, the Southwestern United States, and various other locations that offer a rich, visual art environment.

Off-Campus Programs

Drew University United Nations or London Program

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university. Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History and Political Science.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of International Relations and American politics. The program is open especially to qualified juniors or seniors. Students who wish to participate in the Washington Semester at American University should apply in the Department of History and Political Science.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one year or one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in

consultation with her advisor. Further information concerning the Marymount program may be obtained from the Director of International Programs.

The Honors Program

Gifted, ambitious students find challenge and community in the Meredith College Honors Program. The college actively recruits honors students and offers the rigorous and relevant academic experiences that such students expect. Through common course work and individualized study and research, honors students acquire a superior intellectual foundation as they explore subject areas of interest.

Honors students are assigned to academic advisors well acquainted with the program and its requirements. Honors students' work is often featured in research presentations on campus, and they participate in numerous off-campus cultural events and weekend honors trips. Upon graduation those who complete the program's requirements are recognized as Honors Scholars.

Accomplished applicants are invited to apply to the Honors Program at the time of admission to the College. A small number of students with outstanding academic performance in the fall semester are also invited to participate in the program. Interested students — traditional, transfer, and 23+ — should contact the honors director.

The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the

Honor Requirement	Credits	Description/Comments
Honors writing course	3	Taken in first year; builds community as well as writing skills of honors students. Fulfills ENG111 requirement. Met through Honors section of ENG 111 or, with permission, through ENG 358.
Honors laboratory science	4	Taken in first year; courses available in biology and chemistry.
Honors colloquia	6	Interdisciplinary, team-taught explorations of a topic. Will meet general education fields of knowledge requirements.
Honors in the major field	6	May be fulfilled with honors courses, contractual work for honors credit in regular courses, or independent study.
Honors electives	6	Reflect student interests, may include honors courses, colloquia, general education courses, contract work in regular courses, or independent study. May count toward general education. Participation in approved study abroad experience may be contracted for three of the six hours. Contracts must be approved by the Honors director prior to departure.
Honors thesis	3	Senior level project appropriate to major discipline (written thesis, laboratory research, performance). Should reflect scope of intellectual development.

breadth of human knowledge as well as in-depth study in selected fields. Meredith faculty highly regard teaching honors courses and consider it an opportunity to develop especially innovative learning experiences. Honors courses reflect the highest accomplishment in research, creativity and thought at the college. The program includes the following components (*See table, previous page.*)

A successful graduate of the Meredith College Honors Program will...

- Expand the intellectual depth and rigor of her academic program by challenging herself to delve deeper into course content both within her chosen discipline and across her general education curriculum.
- Develop an appreciation for culture and a disposition toward civic engagement through participation in cultural enrichment, travel and service.
- Demonstrate the ability to conceive, plan and execute a high quality research and/or creative project in the context of her chosen discipline and/or integrated across multiple disciplines.

Satisfactory Progress in Honors

Honors students typically begin their program of study with the honors writing course, honors laboratory science and an honors general education elective. Students progress through the curriculum engaging in honors work each year, including two interdisciplinary colloquia and honors work within the academic major. The program of study culminates with a thesis project and presentation. Retention in the program requires a minimum grade point average of 3.250. Students who complete all honors requirements are recognized at graduation as Honors Scholars. The student's transcript reflects this distinction and notes each honors course completed.

Teaching Fellows Program

"The Meredith Teaching Fellows Program will instill a sense of mission, service, and professionalism as we educate women to excel as model teachers and future leaders in North Carolina's public schools."

The goals of the Meredith College Program are the same as those of the North Carolina Teaching Fellows Program:

- To provide an academically and culturally enriched preparation program that extends beyond the regular college program
- To provide opportunities and experiences that encourage the development of leaders and decision makers
- To provide opportunities for building an understanding of education's place in a greater social context
- To instill a sense of mission, service, and professionalism in Teaching Fellows
- To improve the image of Teacher Education candidates and programs campus-wide
- To recruit and retain greater numbers of minority teacher candidates in North Carolina

Learning Outcomes: After completion of the Teaching Fellows Program, Meredith Teaching Fellows will:

- Embrace a sense of mission, service and professionalism through service-learning, classroom volunteerism and training in preparation for classroom teaching.
- Respond socially and ethically to a diverse society and global community in preparation for inclusive teaching.
- Develop leadership skills and decision making skills in preparation for reflective practice and classroom teaching.
- Exhibit an appreciation for an academically and culturally enriched preservice program in preparation for classroom teaching.

Students selected as a Meredith Teaching Fellow enjoy these unique components:

- International Study and Travel Abroad experiences
- Monthly seminars designed around current topics in education
- Focus on Excellence cultural and social events
- Desirable two year internships in one of the nation's leading school systems
- Service-learning opportunities
- NC Teaching Licensure choices in Birth through Kindergarten, Elementary K-6, Middle Grades 6-9 and Secondary 9-12, and Specialized K-12 Certification in English as a Second Language, French, Spanish, Art, Music, Dance, Theater, Family and Consumer Sciences and Physical Education
- Our Technology Laptop Initiative which provides a laptop for every Fellow
- An Honors Core of 15-17 Semester hours including an Honor's Thesis

All Teaching Fellows are required to complete a minimum of 15-17 semester credit hours honors work as detailed below. This requirement includes passing a foundational honors course with a "C" or better during the freshmen year. Those Fellows who are selected for the Meredith College Honors Program must also follow the prescribed honors curriculum. Students are asked to work carefully with their advisor to schedule a planned course of study which allows completion of the Honors Thesis prior to the semester of student teaching.

Suggested Year	Course Options	Hours
Freshmen	Should take one of the following: <ul style="list-style-type: none"> ○ Honors Biology 110 & Biology 151 Honors lab ○ Honors Chemistry 111 and 141 ○ Honors English 111 ○ Honors Math 245 A Statistics (spring odd years) ○ Math 211, 212, or 314 with Honors lab 290 	3-5
Sophomore or Junior Year	<ul style="list-style-type: none"> ○ Honors Education (Choice of Education 232 or 234) ○ Colloquium (Strongly Recommended) or ○ Honors Elective 	3
Junior or Senior Year	<ul style="list-style-type: none"> ○ Honors in Major ○ Honors Thesis * 	3
Total Hours Honors Credit		15-17

*The **honors experience** for our Teaching Fellows will culminate in the Senior Year. Information regarding Thesis guidelines and related forms may be found on the College Honors website: www.meredith.edu/honors. Fellows will not be allowed to enroll in any Thesis course-work during the internship semester.

Please note: Students are selected for the award through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. The Commission requires that freshmen recipients of the scholarship reside on campus their first year. Students are housed with other Honors and Fellows for two consecutive semesters. The deadline for application is in the early fall of the high school senior year. In addition to the \$6,500 per year scholarship/ loan provided by the State Teaching Fellows Program, Meredith College provides a matching grant of \$6,500 which includes the NC Legislative Tuition Grant. Fellows are responsible for the balance of their fees.

Focus on Careers

Pre-Professional Opportunities

A number of career fields require that students complete a four-year degree and then enter a professional or graduate program. Meredith students may plan programs of study that prepare for further study in such areas as art therapy, dentistry, journalism, law, library science, medical technology, medicine, pharmacy, research, merchandising, nutrition, special education, teaching, and theology. Academic advisors can direct interested students to the appropriate campus resources.

Pre-Health Professions

Students planning careers in the health professions such as medicine, dentistry, pharmacy, physician assistant, physical therapy, and nursing should carefully plan their academic schedules. There is no prescribed major for the health professions-any recognized college major is acceptable. However, each professional school in the health fields has specific admission requirements in science. All professional schools in health care are looking for a record of superior achievement.

Preparing for a career in health care entails commitments beyond standard academic course work. Up to 1000 hours of clinical experience is necessary for admission to specific programs such as physician assistant. Scheduling during the undergraduate years at Meredith should include consideration of obtaining clinical experience.

Dr. Francie Cuffney, Associate Professor of Biological Sciences, is the coordinator for pre-health professions advising. Students should keep in contact with Dr. Cuffney throughout their academic career, no matter what their chosen major. Advisors will work with students to insure admission requirements are met as well as guide them through the application process for the various graduate and professional programs.

Pre-Veterinary Medicine

Students planning their careers in veterinary medicine should carefully plan their academic schedules. There is no prescribed major

for veterinary medicine, however, each veterinary school has specific admission requirements in science. All veterinary schools are looking for a record of superior achievement.

Preparing for a career in veterinary medicine entails commitments beyond standard course work. Students should have a minimum of 600 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Veterinary schools have high standards and the competition is intense. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring of their junior year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year.

Dr. Larry Grimes, Professor of Biological Sciences, is the pre-veterinary medicine advisor. Pre-veterinary students should keep in contact with Dr. Grimes throughout their academic career no matter what their chosen major. Advisors will work with students to make sure that admissions requirements are met as well as guide them through the clinical experiences and the application process.

Pre-Law

Students intending to go to Law School should plan their academic program at Meredith to emphasize writing, speaking, understanding of human institutions and values in connection with law, and analytical reasoning. Law Schools do not prescribe a specific program or major but insist on a broad background in the liberal arts with an emphasis on courses which will help students develop the skills listed. Because entrance requirements differ among law schools, prospective law students should obtain information from the law schools they expect to apply to as early as possible. Students should be aware that successful completion of the Law School Admission Test (LSAT) is a requirement for admission to most law schools. Professor in Political Science Clyde Frazier is the coordinator for pre-law advising. Students should contact Dr. Frazier for additional information on pre-law.

Engineering Dual Degree Program

The Engineering Dual Degree Program is an agreement between Meredith College and North Carolina State University whereby students enrolled in the Dual Degree Engineering Program simultaneously complete the academic requirements of both institutions. Through carefully coordinated scheduling, the program is designed to allow academically qualified students to graduate in 5 years. Students successfully completing the admission, transfer and academic requirements of both institutions, will be awarded a Bachelor of Arts degree from Meredith College in a discipline (see the table below) and a Bachelor of Science degree from NCSU in one of the available corresponding engineering specialties.

To graduate from both schools in five years, students must declare their intentions to participate in the Dual Degree Engineering Program upon their acceptance to Meredith College and must select their majors by the end of their first semester at Meredith College. Students must maintain a GPA of 3.0 or better while at Meredith to continue

enrollment in the program. Admission to NCSU College of Engineering is dependent on GPA and the successful completion of a set of required courses.

The Engineering Program Coordinator will serve as an advisor to all students in the program. For additional, more detailed information see the Meredith web site: <http://www.meredith.edu/engineering/>

Bachelor of Arts	Bachelor of Science
Meredith College	North Carolina State University
Chemistry	Chemical Engineering or Environmental Engineering
Mathematics	Civil Engineering, Computer Engineering, Electrical Engineering, or Industrial Engineering

Professional Writing and Presentation Media

Coordinated by the Department of English, the minor in Professional Writing and Presentation Media is a 21-hour interdisciplinary program open to all students. Courses in professional writing, graphic design, and speech may be combined with electives in art, creative writing, journalism, business, and computer information science. A student enrolled in the minor is encouraged to complete an internship related to her communication interests and career goals. *Requirements for this program appear on page 87.*

Criminal Justice

The Criminal Justice Studies minor at Meredith provides education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. The Sociology and Political Science programs coordinate this program. *Requirements appear on page 95.*

Experiential Learning

Students are encouraged to explore career possibilities through internships, cooperative education, and service experiences in the community. Many of these may be taken for course credit, and some placements offer stipends as well. The Career Center directs the Cooperative Education program, and individual departments can arrange and supervise internships. These and other types of experiential learning—student teaching, study abroad, undergraduate research, reflection leadership and service learning—fulfill general education program requirements.

Post-Baccalaureate Dietetic Internship

The Dietetic Internship (DI) builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. The program, which runs from August to May of each year, includes 35 hours per week in supervised practice and prepares men and women to sit for the Registered Dietitian's examination. A DI may be done either before or after a Master of Science in Nutrition.

Paralegal Program

During the past two decades, paralegals have become increasingly visible and valued members of the legal profession. Although paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, they have earned key roles in the legal services team, performing substantive legal work delegated by attorneys.

The Meredith Paralegal Program is a certificate program for women or men who have earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association. The program can be completed in the evening over two semesters.

Training as a paralegal focuses on legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction and often lead to career opportunities.

A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Two of the core courses in the curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Political Science and are recommended for students considering entering the paralegal profession or entering law school.

Paralegal Program graduates enjoy a wide variety of employment opportunities. Most work in private law firms, while others are employed in corporate legal departments, banks, and government agencies. Graduates have successfully translated their legal skills and experience to such fields as human resources, trust and estate administration, municipal administrations, purchasing and property management. More than 85% of the program's graduates find employment within three months of completing their studies.

Admission is competitive and based on the applicant's undergraduate and other relevant performance and potential for future success in the program and in the paralegal field. Further information is available at 760-2855, or on our website at: www.meredith.edu/legal/

Interdisciplinary Opportunities

Academic disciplines often intersect with one another as they explore common topics and issues. Interdisciplinary programs highlight methodologies and underlying assumptions as they pose complex questions

and challenges to students and faculty. Meredith offers interdisciplinary minors in Arts Management, Women's Studies, Medieval/Renaissance Studies and Ethics and the Public Interest. Approved courses in general education and major fields may be used to earn these minors.

Arts Management Minor

The Arts Management minor prepares students to seek leadership roles in community arts organizations. Women who pursue this as a career will manage budgets, write grants, plan programming and publicly advocate for the importance of having a strong, broad-based arts presence in the community. The minor combines an arts core which includes history, theory and applied experiences with business and communications courses. Every Arts Management student will complete two internships. A student who pursues this minor as a career interest should have a familiarity with visual and performing arts, a commitment to civic engagement, a desire to work effectively as a team member and have good written and verbal communication skills. The program is designed to develop these necessary leadership qualities. *Requirements appear on page 63.*

Ethics and the Public Interest Minor

The interdisciplinary Minor in Ethics and the Public Interest enables students to gain in-depth understanding of the ethical complexities that abound in our public and professional lives. Students are able to design this minor to match their own specific personal interests, by combining foundational courses in ethical theory and policy studies with elective courses in a wide range of academic disciplines. The minor adds value to students' major fields of study by developing their knowledge, skills, expertise and confidence to address the ethical and policy concerns of their chosen professions. The 18-credit course requirements are designed to be both flexible and comprehensive, making this an attractive choice for students in our pre-professional programs as well as students focusing through their majors on the liberal arts. *Requirements appear on page 88.*

Medieval and Renaissance Studies Minor

Enduring questions about humanity often arise from great moments in history and culture. Centuries after the deaths of Shakespeare, Galileo, Michelangelo and da Vinci, scholars in the humanities, the sciences and fine arts continue to wonder what influences led civilization from medieval piety and armor to the confidence and curiosity associated with the Renaissance. Students pursuing the Medieval and Renaissance Studies minor at Meredith join in these and related discussions in an 18-credit sequence of interdisciplinary courses, including opportunities for research and study abroad. *Requirements appear on page 103.*

Women's Studies Minor

Understanding gender perspectives and women's issues can bring focus to any course of study—from economics to physical education—just as nearly every profession today acknowledges gender in some significant way. From communication and education to consumer practices and health issues, sex and gender receive attention through

corporate decision-making, public policy and family dynamics. The 18-credit Women's Studies minor integrates the study of women's lives with the general curriculum to heighten awareness of women's issues in sexual, cultural, racial, ethnic, and theoretical dimensions. *Students planning careers in law, medicine, business, public policy, social service, education or any post-graduate academic field will enhance their credentials with this minor. Requirements appear on page 113.*

Center for Women in the Arts

The mission of the Meredith Center for Women in the Arts is to provide a means for Meredith and the greater community to interact while examining important issues through the arts. The Center is comprised of the School of the Arts' Departments of Dance and Theatre, Music and Visual Arts, as well as interested faculty, staff and students from other disciplines.

The Center for Women in the Arts unites faculty, students, campus and community for learning, teaching, research, creation and performance. By providing a venue dedicated to artistic excellence and intellectual rigor, the Center is a public service to Meredith and the greater community. All events sponsored by the Center for Women in the Arts are open to the general public; most are free of charge.

The Center regularly brings noted creative professionals to campus. Campus residencies are designed to provide an intellectual spark through original thought and performance. Direct interaction and involvement of students is a critical goal for the Center.

The presence of the Center for Women in the Arts helps contribute to a campus environment that actively supports the pursuit of a career in visual art, dance, theatre, music or creative writing. Excellent campus facilities are extended by the close proximity of the North Carolina Museum of Art, North Carolina Symphony and a host of professional dance and theatre and music companies, art galleries and design firms. Internship opportunities abound, offering students applied experience in their chosen discipline as well as valuable contacts.

To find out about upcoming programming in the arts, go to www.meredith.edu/enews/ and click on galleries, dance and theatre performances or music performances. You may also call the School of the Arts at (919) 760-8622 for information. To make reservations for ticketed events, call the Box Office at (919) 760-2840.

Center for Women, Ethics and Public Life

The Center for Women, Ethics and Public Life leads the college and the community in the pursuit of ethical inquiry, reflection, decision-making, and action. The mission of the Center is to challenge students, faculty, staff and the community to explore the complex ethical dimensions of contemporary issues in our personal and professional lives. To this end, the Center unites academic learning with community outreach and civic engagement to prepare women for lives as confident and committed leaders and advocates for change.

The Center's specific goals include:

- Serving as a college and community resource and forum in support of the mission and values of the College of preparing students to make positive contributions in their personal and professional lives through ethical leadership and service.
- Providing support and resources to faculty and students to enhance ethics-related teaching, learning, and research and to provide programs and activities that connect academic study with concrete opportunities for ethical reflection, decision-making and direct action on campus and in the wider community.
- Integrating ethics-related academic and student leadership activities and programs with a strong community outreach component that engages the wider community in public dialogue and collaborative action on social issues of special concern to women.
- Serving as a resource for the college as it reflects upon and takes action with our own ethical dilemmas and commitments.

To find out about upcoming programs and events, go to www.meredith.edu/enews.

Academic Support Services

Learning Center

The Learning Center provides free, one-on-one tutoring to currently enrolled Meredith students. The tutors are Meredith students who have excelled in their coursework and have been trained to assist their peers. We specialize in tutoring mathematics, grammar and writing for all subjects. Help in foreign languages and other subjects varies by semester. Check our website for offerings and hours. To make an appointment, visit www.meredith.edu/learn and click on "Appointments."

Carlyle Campbell Library

The Carlyle Campbell Library is the academic heart of the College and a center for intellectual exchange. Library staff are eager to help students, faculty, and staff examine research topics and make the best possible use of available resources. In support of research the Library's holdings include more than 190,000 volumes, 7,500 videos, and 8,000 musical scores. Also available are online, full-text versions of articles from thousands of academic periodicals. Electronic databases and indexes are accessible anywhere on campus. Off campus access is also possible with the use of a password. The Library also maintains the College Archives, material related to the history and people of the College.

To enhance the exchange of ideas and the pursuit of research endeavors, the Library provides both individual and group study areas. The LINC Center on the ground floor has 15 computers, two networked printers, and a scanner. Also available in the Library are video viewing stations and music listening stations.

The Reference Department assists the Meredith community with research. Librarians staff the main floor Information Desk during most Library hours and offer group instruction for classes in all disciplines. Reference Librarians will help locate material wherever it is—Meredith or worldwide. They can arrange borrowing privileges with Cooperating Raleigh College libraries.

The Library's Media Services Department provides media and instructional equipment, training, and support. Laptops, data projectors, sound systems, and video cameras may be requested for use on campus. Media Services staff support video production and presentations for the College. Media Services also manages Meredith Cable Television, which broadcasts international news, foreign language programming, videos, campus announcements and instructional materials.

The Music Library, located in Wainwright Music Building, houses an extensive collection of scores, musical recordings, and instructional materials. The Listening Room contains compact disc players, tape decks, and turntables for individual listening. Study areas are also available in the Music Library.

Technology Services

Over the past five years the Meredith Technology Initiative has greatly expanded the college's technological capabilities, both in academic support and campus communication. The Technology Services Department employs professionals with expertise in networking, hardware and software support, voice communication, and instruction.

Meredith maintains wired and wireless networks, numerous general use and specialized computer labs, and an online instructional package called Blackboard. All Meredith students are given email accounts. Incoming full-time freshmen receive IBM/Lenovo laptop computers and wireless network cards; these machines are refreshed during the junior year and given to qualifying students at graduation. Technology Services staff maintain and support these computers and other campus technology applications with phone in, walk-in, or email services. In addition, there are students trained as technical assistants living in the residence halls. Instruction in hardware and software is scheduled during fall orientation and throughout the academic year. For locations of computer labs, as well as a comprehensive discussion of services available, visit www.meredith.edu/techserv/.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or disabilityservices@meredith.edu for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Academic Programs

Through its strong general education program integrated with in depth study in a major, Meredith College provides undergraduate academic programs that show our commitment to the liberal arts and professional studies as a preparation for life, for careers, for graduate studies, and for engaged leadership. The undergraduate and graduate programs at Meredith College are administered through five schools in which departments are organized for disciplinary and interdisciplinary learning. Additional interdisciplinary programs are also available. The five schools are organized as follows:

- **School of the Arts:** Department of Art, Department of Dance and Theatre, Department of Music
- **School of Business**
- **School of Education, Health and Human Sciences:** Department of Education, Department of Health, Exercise and Sports Science, Department of Human Environmental Sciences
- **School of Humanities and Social Sciences:** Department of Communication, Department of English, Department of Foreign Languages and Literatures, Department of History and Political Science, Department of Psychology, Department of Religion and Philosophy, Department of Sociology and Social Work
- **School of Natural and Mathematical Sciences:** Department of Biology, Department of Chemistry, Physics and Geosciences, Department of Mathematics and Computer Science

Meredith's general education curriculum, entitled "Making Connections—Making a Difference," describes the active and relevant learning experiences offered to Meredith students, not only in general education courses, but in all academic programs.

Academic Programs

Majors & Concentrations

Art

Art Education
Graphic Design
Studio Art

Biology

Biology (BA)
Biology (BS)

Business

Accounting
Business Administration
Economics

Chemistry

Chemistry (BA)
Chemistry (BS)

Communication

Interpersonal Communication Conc.
Mass Communication Conc.

Dance and Theatre

Dance Education Conc. Studio
Teaching Conc.
Theatre
Musical Theatre Conc.

English

Environmental Studies

Exercise and Sports Science

Health and Wellness Conc.
Physical Education Conc.

Foreign Languages

French
Spanish

History and Political Science

History
International Studies
Political Science
Law and Justice Conc.
Public History

Human Environmental Sciences

Child Development
Fashion Merchandising and Design
Merchandising Conc.
Design Conc.
Family and Consumer Sciences
Foods and Nutrition
Interior Design

Mathematics and Computer Science

Computer Information Systems
Computer Science
Mathematics (BA)
Mathematics (BS)

Music

Music (BA)
Music Education (BM)
Music Performance (BM)
Piano Pedagogy Conc.

Psychology

Religion

Sociology (BA)

Social Work (BSW)

Women's Studies

Minors

Art

Art History
Studio Art

Arts Management

Biology

Business

Accounting
Business Administration
Economics
Finance
Human Resource Management
International Business
Marketing

Chemistry, Physics and Geoscience

Chemistry
Chemical Physics
Geoscience

Communication

Criminal Justice Studies

Dance

English

English
Professional Writing and
Presentation Media

Ethics and the Public Interest

Exercise and Sports Science

Foreign Languages

French
German
Italian
Spanish

History and Political Science

History
International Studies
Political Science
Public History

Human Environmental Sciences

Child Development
Fashion Design
Family and Consumer Sciences
Foods and Nutrition
Interior Design
Fashion Merchandising

Mathematics and Computer Science

Mathematics
Mathematics and Computer
Applications
Statistics
Web Development

Medieval and Renaissance Studies

Music

Philosophy

Psychology

Religion

Sociology

Theatre

Women's Studies

Licensure Programs

Birth-Kindergarten
Elementary Education
Middle Grades Teacher Education
Communication Skills
Mathematics
Science
Social Studies
Grades 9-12
Comprehensive Science
English
Mathematics
Social Studies
Workforce Development:
Teaching Family and
Consumer Sciences (7-12)
Grades K-12
Art
Dance
English as a Second Language
French
Music
Physical Education
Spanish
Theatre

General Education Requirements

General Education: Making Connections— Making a Difference

Meredith's General Education encourages students to develop a breadth of skills and knowledge for the 21st century, to serve their communities through civic engagement, and to become independent and lifelong learners. Through courses in the liberal arts and sciences, and in their majors, students work toward the following goals:

- **Gain knowledge of self, others, and the world** through courses in many academic disciplines
- **Think critically, quantitatively, and creatively** by applying analytical, interpretive, and expressive skills
- **Communicate effectively** as a listener, speaker, writer, and researcher
- **Participate responsibly and ethically in society, the global community, and the natural world** by applying knowledge and skills toward new understandings of self and others
- **Develop a broad and discerning understanding of the richness of artistic expression and creative imagination** through immersion in aesthetic experiences and study of artistic influences upon culture
- **Develop a thoughtful awareness of the spiritual dimension of human experience** by reflecting upon one's spirituality in the context of the world's religions and philosophies.
- **Lead physically active, health-enhancing lives** through engaging in wellness behaviors.
- **Develop an understanding of the complexity of knowledge and a desire to engage in lifelong learning** by applying knowledge, skills, and new understandings to all dimensions of life.

Information about each department and the majors and minors within them are shown on the previous page.

Requirement

Credits

THE CORE CURRICULUM

- | | |
|---|-----------|
| 1. CORE 100 <i>The Context of Culture</i> | 3 |
| Common course for first-year students. | |
| 2. CORE 200 <i>Cultural Connections</i> | Variable* |
| This can be fulfilled by either an approved study abroad experience OR by a two-course linkage that fulfills other requirements in either general education or the major. An example of the two-course linkage is CORE-201 which pairs ENG-203 and HIS-103 together. This pairing fulfills the requirements of CORE-200, the Literature elective, and the World Civilization requirement. | |
| 3. CORE 400 <i>Global Perspectives</i> | 3 |
| An upper-level interdisciplinary course that may also count in the major. Students choose from a range of course options that address various topics of global importance. | |
| 4. ENG 111 <i>Principles of Writing</i> | 3 |
| 5. ENG 200 <i>Texts and Contexts</i> | 3 |
| 6. Western Civilization or History in the 20th Century | 3 |
| 7. An introductory Religion course | 3 |

FIELDS OF KNOWLEDGE

- | | |
|--|------|
| 8. Data Analysis, Abstract Reasoning, and Problem Solving | |
| Mathematics | 3 |
| Quantitative elective | 3 |
| 9. World Cultures and Languages | |
| Foreign Language competency | 0-12 |
| Literature elective | 3 |
| Cultural Perspectives elective | 3 |
| 10. Scientific Literacy | |
| Laboratory science | 4 |
| Science in Society elective | 3 |
| Social and Behavioral Sciences | 6 |
| 11. Aesthetics and the Arts | 3 |
| 12. Health and Physical Learning | 4-5 |

ACROSS THE CURRICULUM THREADS, EXPERIENTIAL LEARNING, TECHNOLOGY COMPETENCY

- | |
|--|
| 13. Across the curriculum threads |
| 2 Writing intensive courses, 1 Oral communication course,
1 Ethics course, and 1 Information Literacy course. |
| 14. Experiential Learning |
| Attendance at 12 convocations and cultural events
1 approved experience |
| 15. Fundamental Technology Competency |

For CORE classes see pages 133-135

The General Education Program: Making Connections—Making a Difference

The Core Curriculum:

Core:

CORE 100 *The Context of Culture* 3 cr.
Common course for first-year students.

CORE-200 *Cultural Connections* 4–6 cr.

This can be fulfilled by either an approved study abroad experience OR by a two-course linkage that fulfills other requirements in either general education or the major. *An example of the two-course linkage is CORE-201 which pairs ENG-203 and HIS-103 together. This pairing fulfills the requirements of CORE-200, the Literature elective, and the basic History requirement.*

CORE-400 *Global Perspectives* 3 cr.

An upper-level interdisciplinary course that may also count in the major. Students choose from a range of course options that address various topics of global importance.

English:

ENG-111 *Principles of Writing* 3 cr.

A student who makes a grade of C or better in English 111 fulfills this requirement. If a student makes a D in ENG 111, she must either repeat and pass Eng-111 (earning no additional credit) or pass Eng-112 (earning 3 hours of additional credit).

ENG-200 *Texts and Contexts* 3 cr.

History:

HIS-101, HIS-102 or HIS-103 3 cr.

Religion:

Any 100-level Religion course 3 cr.

Fields of Knowledge Requirements:

A course may only fulfill one requirement in the Fields of Knowledge category.

Data Analysis, Abstract Reasoning and Problem Solving:

Mathematics 3 cr.

One Mathematics course at or above the 100-level

Quantitative 3 cr.

Any second Mathematics courses at or above the 100-level, or CS-101, ESS- 320, GEO-203, PHY-211, PHY-212 or PSY-200.

World Cultures and Languages:

Cultural Perspectives 3 cr.

One course chosen from History, Philoso-

phy, or Religion above the 100 level, and a wide variety of other courses listed on the general education website.

Literature

3 cr.

One course chosen from a complete list available on the general education website.

Foreign Language Competency 0–12 cr.

Demonstrate Foreign Language competency by passing a competency test, OR complete 12 hours of Foreign Language with at least 9 of those in one language. This requirement may also be met by completing two 3-credit 300-level courses with a grade of C or better in a single foreign language, or by completing FRE-304, 308 or 309 or SPA-303, 304 or 308 with a grade of C or better. Competency can also be demonstrated through two courses at an intermediate or advanced level taught during an approved semester long study abroad program. A student can also demonstrate competency by presenting a score of 5 or better on the IB higher level exam in French, German or Spanish; a score of 4 or better on the AP exam in French, German, Spanish language or Latin/Lit or Latin/Vergil; or a score of 600 or better on the SAT II Latin test.

Scientific Literacy:

Laboratory Science 4 cr

One course chosen from BIO-105/145, BIO-110/151, BIO-322/342, CHE-111/141, GEO-200/240, or PHY-211/241.

Science in Society 3 cr

One course chosen from a complete list of available on the general education website.

Social and Behavioral Science 6 cr

Two courses from Psychology, Sociology, Political Science, or Economics (except ECO-274), as well as COM-260, GEO-205, and WST-200.

Arts and Aesthetics: 3 cr.

A total of 3 credits in Art, Dance, Music, Applied Music, Music Ensembles or Theatre, as well as REL-250 and REL-252.

Health and Physical Learning: 4–5 cr.

Either 4 credits in Physical Education or Dance activity courses, or 3 credits in Physical Education or Dance activity plus 2 credits in Health Education.

For more information about the General

Education program please visit

www.meredith.edu/academics/gened

Across the Curriculum Threads:

Threads provide in-depth skill and knowledge development without the requirement of additional courses. Rather, this requirement may be fulfilled through courses that meet other general education or major requirements. Courses meeting this requirement have been infused with a focus one or two of the following:

Ethics, Information Literacy, Oral Communication, or Writing. A course may be infused with one or two threads. These are identified in the course schedule each semester and on the General Education web site.

Ethics:	One course
Information Literacy:	One course
Oral Communication:	One course
Writing Intensive:	Two courses

Experiential Learning:

Convocations and Cultural Events

Attendance at 12 convocations or cultural events which include college convocations as well as cultural events both on campus and in the community.

Experiential Learning

Fulfilled through field experiences, internships, approved practice; service learning courses, student teaching, study abroad and undergraduate research; This requirement may also be fulfilled through the Sophie Lanneau Leadership Development program, the LeaderShape® Institute; and the Reflection Leadership Program. A list of approved experiences is available on the general education website.

Fundamental Technology Competency

Fundamental Technology Competency is embedded into the curriculum and does not require additional coursework. This requirement addresses expectations of all students in all disciplines, and thus, is a component of the General Education Program. These are entry-level, foundational skills upon which a student may build computer fluency, situated in the emergent tools of research, productivity, and performance in her particular discipline. It is met through completion of CORE-100 and any Mathematics course at or above the 100 level.

ART

Assistant Professor Hill, Head; Professor Bailey, Mulvaney, Terry; Associate Professor, Johnstone, Pearce, Roberts; Assistant Professors Boyles, Gay, Hyde, Johnson; Adjuncts Beatty, Fischer, Roth, Savage, Springer, Stewart; Emerita FitzSimons, Greenberg, Short.

The student who studies art at Meredith learns to function creatively through a variety of experiences to gain an understanding of the artistic process and human culture. The student is strongly encouraged to begin the program the first semester of her freshman year.

To receive transfer credit, students must get approval from the department head and have a portfolio review. Any course taken more than five years ago must be repeated, unless proficiency is proven through current portfolio work. Portfolio Reviews are held on Reading Day each semester and the week before classes begin in August.

Art majors complete a core curriculum of 32 credit hours. A grade of C or better must be achieved in the core studio courses to progress to the next level. Majors are offered in studio art, graphic design and art education. Minors are offered in studio art, arts management and art history. Internships are available and encouraged in all majors. Through independent research courses, arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Design and history courses in interior design, fashion design and religion are cross-listed as art courses.

The Art Department accepts AP credit in both art history and studio art with a score of three or above. AP Studies credit is awarded as general studio credit and does not substitute for ART-101 Drawing I or ART-105 2D Design.

The Art Department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete most of the core curriculum requirements for a major. If space is available, the non-degree student can enroll in any art class through the Community Outreach office if required pre-requisites have been met. Contact the Art Department for further information for all of these policies

The **mission** of the Meredith College Art Department is to provide a challenging, enriching and supportive environment for the artistic and intellectual growth of our students as individuals.

The **purpose** of the Department of Art is to provide a visual arts program which

- supports the fine arts and humanities component of the general education requirements and makes connections across disciplines;
- offers majors in studio arts, graphic design and art education based on a core curriculum of shared studio art and art history experiences;
- offers an art history minor;
- offers preparation for teacher licensure in art K-12;
- encourages individual reflection as inseparable from production;
- offers individualized instruction;

- maintains an extensive exhibition program for instructional purposes and as a link with the greater community;
- encourages student involvement in art beyond the Meredith community through community service, internships, travel, participation in shows and arts organizations; and
- guides career choices based on individual strengths and interests.

A goal implicit in the statement of purpose above relates directly to the stated purpose of Meredith College: to provide a broad curriculum with beginning level courses open to all students. As a department, we want to maintain the quality of our students through recruiting efforts, by continually strengthening the content of our courses and by graduating students who believe their Meredith education could not be equaled by other schools. The key to achieving this aim is to provide unique and challenging opportunities for learning. Small class size is critical. There are opportunities for study abroad, internships, interaction with artists-in-residence and speakers, and travel to art centers and museums. Our most important goal is to help each student find value and voice through her own means of expression. Therefore, the program in visual arts has individualized instruction as its core philosophy, reflecting concern for the total person.

Objectives of the Art Department

A student taking a class in the visual arts program will

- demonstrate competence in understanding concepts and acquiring skills germane to the class;
- be exposed to the artistic production, philosophy and cultural context of creative people in diverse cultures;
- apply skills and concepts to creative problem solving with an emphasis on original thinking in problem resolution;
- participate in the assessment of her own work, that of others in the class, and that of professionals;
- recognize the importance of visual literacy and the visual legacy to humankind past, present, and future;
- develop visual observation skills; and
- synthesize and apply information from many disciplines while seeking creative solutions to problems.

A major in the Art Department, in addition to the objectives above, will

- demonstrate an individual voice through a culminating exhibit, portfolio, or research project;
- attain highly developed visual observation skills; and
- articulate orally and through writing original thoughts about art, the individual and society (past, present, future).

Majors/Minors in Art

The **Studio Art major** is designed for the student who intends to pursue the creation of visual art as a profession. The program provides preparation for graduate school or for many entry level art positions. The student should begin the major the first semester of the freshman year in order to avoid delays in graduation and allow time for internships and/or research studies.

The **Graphic Design major** combines a background in traditional art concepts with computer design skills. The program is structured to enable the student to acquire foundational and advanced concepts, skills, and knowledge necessary for practice in the graphic design discipline. The student will synthesize and apply information from many disciplines while seeking creative solutions to problems. The major provides a contemporary perspective with regard to changing technologies and emphases in photographic and graphic design education. Internships are strongly encouraged as a vital component of the graphic education process.

The **Art Education major** is designed for those students who wish to teach art as a profession. The college offers a program leading to K–12 art licensure in conjunction with the School of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements in both areas.

Meredith has recently discontinued its major in Pre Art Therapy. After considering the issue carefully, we have concluded that students interested in pursuing Art Therapy at the graduate level should be encouraged to seek a double major in Studio Art and Psychology, or a major in Studio Art and a minor in Psychology. In either case, your course of study should be planned in consultation with the department heads in both Psychology and Art.

The **Art History minor** is a suitable complement to many majors offered at Meredith College, including Religion, History, Women's Studies and others. The minor is also designed for art students who wish to pursue careers that focus on the management of art: museums, galleries, or community-based art organizations. The minor prepares students for graduate school as well as employment not limited to art history. Because the discipline requires analytical and critical thinking skills, both orally and in writing, art history is a favored path for those who plan to attend law school as well as many other diverse pursuits.

Meredith College also offers an interdisciplinary minor in **Arts Management**. Please see page 62 of the catalogue for information.

Majors in Art

The Core Curriculum—32 credit hours

ART 101 Drawing I	3
ART 105 2D Design	3
ART 200 Computer Literacy for Design	3
ART 201 Drawing II	3
ART 206 Color Theory	3
ART 207 3D Design	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3

ART 324 Topics in Modern Art	3
ART 396 Junior Seminar	2
ART 495 Portfolio Photography	1
ART 496 Professional Practices	2

Studio Art Major—53 credit hours

The Core Curriculum	32
Art History elective	3
Electives chosen from the following:	15
ART 130 Photography I (3)	
ART 160 Ceramics I (3)	
ART 210 Painting I (3)	
ART 220 Non-Western Art History (3)	
ART 230 Photography II (3)	
ART 260 Ceramics II (3)	
ART 248 Techniques of Illustration (3)	
ART 270 Fibers (3)	
ART 275 Metals & Jewelry (3)	
ART 299 Introduction to Research in Art (1–3)	
ART 301 Figure Drawing (3)	
ART 310 Painting II (3)	
ART 323 Topics in Art History (3)	
ART 330 Photo Techniques & Processes (3)	
ART 350 Printmaking (3)	
ART 365 Sculpture (3)	
ART 480 Digital Photography (3)	
ART 499 Research in Art (1–3)	
ART 920 Directed Independent Study (1–3)	
ART 930 Community Internship (1–3)	

Graphic Design Major—67 credit hours

The Core Curriculum	32
ART 130 Photography I	3
ART 240 Graphic Design I	3
ART 245 Typography I	3
ART 340 Graphic Design II	3
ART 342 Digital Imaging	3
ART 345 Typography II	3
ART 440 Graphic Design III	3
ART 450 Interactive Design	3
ART 480 Digital Photography	3
ART 490 Senior Thesis	2
Electives chosen from the following:	6
ART 160 Ceramics I (3)	
ART 210 Painting I (3)	
ART 220 Non-Western Art History (3)	
ART 230 Photography II	
ART 248 Techniques of Illustration	
ART 270 Fibers (3)	
ART 299 Introduction to Research in Art (1–3)	
ART 323 Topics in Art History (3)	
ART 330 Photographic Techniques & Processes (3)	
ART 350 Printmaking (3)	
ART 404 Book Design (2)	
ART 405 Colton Review (3)	
ART 499 Research in Art (1–3)	
ART 920 Directed Independent Study (1–3)	
ART 930 Community Internship (1–3)	

Art Education Major—84 credit hours

The Core Curriculum	32
ART 160 Ceramics I	3
ART 210 Painting I	3
ART 270 Fibers OR	
ART 275 Metals & Jewelry	3
ART 350 Printmaking	3
ART 365 Sculpture	3
ART 734 Foundations in Art Education	3
ART 735 Teaching and Methods: Art Pre K-5	3
ART 736 Teaching and Methods: Art in Grades 6-12	3
EDU 232 Foundations	3
EDU 234 Ed Psych	3
EDU 241 Introduction to Instructional Media	1
PSY 210 or 310 Developmental	3
PSY 312 Exceptional	3
EDU 450 Reading	2
EDU 440 Seminar	1
EDU 466 Pre-Adolescent or EDU 467 Secondary School	3
Art History elective chosen from the following:	3
ART 220 Non-Western Art History (3)	
ART 323 Topics in Art History (Pre-modern, topics rotate) (3)	
EDU 490 Student Teaching	6

MINORS IN ART**Minor in Studio Art—21 hours**

ART 101 Beginning Drawing I	3
ART 105 Basic 2-D Design	3
Art History Survey I or II	3
Area of Specialization in upper level courses (200 and above)	6
Art electives	6

Art History Minor—24 credit hours

ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 323 Topics in (pre-modern) Art	3
ART 324 Topics in Modern Art	3
ART 492 Art History Theory & Methods	3
ART 490 Senior Project: Thesis	3
or ART 498 Honors Thesis in Art History	3
or ART 499 Research in Art (History)	3
Electives chosen from the following:	6
ART 101 Drawing I (3)	
ART 105 2D Design (3)	
ART 130 Photography I (3)	
ART 160 Ceramics I (3)	
ART 200 Computer Design (3)	
ART 201 Drawing II (3) (<i>prerequisite ART 101</i>)	
ART 206 Color Theory (3) (<i>prerequisites ART 101, 105</i>)	
ART 207 3D Design (3) (<i>prerequisites ART 101, 105</i>)	
ART 220 Non-western Art History (3)	
ART 299 Research in Art (3)	
(<i>prerequisites ART 101, 105 and 221 or 222</i>)	
ART 323 Topics in (pre-modern) Art (3)	
(<i>prerequisite ART 221 or 222</i>)	
ART 324 Topics in Modern Art (3)	
(<i>prerequisite ART 221 or 222</i>)	

ART 499 Research in Art (3)	
(<i>prerequisites ART 206 and 221 or 222</i>)	
MRE 201 Pilgrims, Poets & Prophets (3)	
HIS 304 Greek and Roman History (3)	
HIS 308 Twentieth-Century Europe (3)	
HIS 314 Colonial America (3)	
HIS 319 Contemporary American History (3)	
HIS 385/REL 385 Europe in the Middle Ages (3)	
HIS 387/REL 387 Age of Renaissance and Reformation (3)	
ENG—Any 300-level English literature course (3-6)	
(<i>prerequisites ENG 111, 200</i>)	
SPA, FRE, GER, ITA Any 300-level	
Foreign literature course (3-6)	
REL 252 Religion & the Arts in Asia (3)	
(<i>prerequisite one 100-level REL course</i>)	
REL 284 Sin, Satan & Evil (3)	
(<i>prerequisite one 100-level REL course</i>)	
REL 351 Comparative Mysticism (3)	
(<i>prerequisite one 100-level REL course</i>)	
REL 382 History of Christianity (3)	
(<i>prerequisite one 100-level REL course</i>)	
REL 383 Religion in U.S. History (3)	
(<i>prerequisite one 100-level REL course</i>)	

— For Art classes, see pages 116–120.

Arts Management

Coordinator, Professor Rebecca Bailey, Dean of the School of the Arts; Catherine Rodgers, Professor of Theatre; David Lynch, Professor of Music; and Sharon Hill, Assistant Professor of Art.

The **Arts Management minor** is a complementary addition to any arts major, but will also be of particular interest to students majoring in Business or Communication. A student who pursues this minor should have a strong interest in the arts and a familiarity with visual and performing arts, a commitment to civic engagement, a desire to work effectively as a team member and have good written and verbal communication skills. The program is designed to develop these necessary leadership qualities. Core classes give an overview of skills and knowledge. Two internship experiences are an experiential component of the core. Guided electives give students opportunities both for experiential learning and in-depth knowledge.

Students in the Arts Management Minor will develop the following required knowledge and skills:

- Students will understand the historical development at least one arts discipline and develop critical skills necessary to appreciate, analyze and differentiate among works from different time periods.
- Students will have a core experience in the arts which will contribute to their understanding, familiarity and appreciation of the different arts disciplines
- Students will use each of their core classes as an means to develop specific skills and concepts necessary for arts management, specifically: house management, grant writing, computer design skills, accounting procedures, public speaking, and business practices.

- Students will complete two internships which will allow them opportunities to apply knowledge learned in class to real-life situations.
- Student can use guided electives as a means to develop broader experience with disciplines in the arts with which they may have had little or no exposure.
- Students can also use guided electives to develop deeper knowledge in areas introduced in the core requirements.

Twenty Five (25) hours of coursework are required for the minor. Students who are majors in one of the arts may count a course required for their major toward the core requirement. Note that arts majors may NOT fulfill either the Core Elective or Guided Electives with courses in their own major. Newly declared minors should meet with the program coordinator to develop a focused course of study, to help sequence courses and to determine which electives they would like to take for this minor. Arts majors pursuing this minor will be dually advised by their major advisor and the program coordinator. Student whose major is outside the arts will be advised by the program coordinator.

MINOR IN ARTS MANAGEMENT—25 HOURS

Core Required Courses 18

Internship	1
THE 140, House Management or THE 142, Box Office	1
DAN 455 Performing Arts Administration (Grant writing)	3
ART 200 Computer Literacy for Design	3
ACC 230 Accounting	3
COM 225 Public Speaking	3
BUS 300 Principles of Management or	
BUS 360 Principles of Marketing	3

Core Elective 3

Choose one (outside major area, if an Arts Major)

MUS 214 Music Appreciation	3
THE 114 Intro to Theatre	3
ART 221 Art History Survey I OR	
ART 222 Art History Survey II	3
DAN 200 Dance and Society	3

Guided Electives 4

Choose more than one (outside Major area, if an Arts major)

ART 101 Drawing I	3
ART 105 2-D	3
ART 130 Photo I	3
ART 160 Ceramics I	3
BUS 300 Principles of Management	3
BUS 360 Principles of Marketing	3
BUS 467 Advertising	3
(pre-requisite: BUS 360 Principles of Marketing)	
CIS 156 Website Design and Management	3
COM 310 Public Relations Communication	3
COM 350 Business and Professional Communications	1
COM 360 Writing for the Media	3
DAN 456 Meredith Dance Theatre (may take up to 3)	3
THE 150 Voice & Articulation	1

Practicum (may take up to 3)

THE 130 Performance
THE 131 Directing
THE 132 Assistant Directing
THE 133 Lighting
THE 134 Sound
THE 135 Costuming
THE 136 Makeup
THE 137 Stage Management
THE 138 Scenery
THE 139 Design
THE 140 House Management
THE 141 Publicity
THE 142 Box Office (1)

Ensemble (may take up to 3)

MUE 134 Chorus
MUE 231 Wind Ensemble
MUE 232 Flute Ensemble
MUE 233 Chamber Music Ensemble
MUE 235 Raleigh Concert Band
MUE 237 String Ensemble
MUE 238 Meredith Orchestra
MUE 332 Flute Quartet
MUE 334 Choral
MUE 335 Encore
MUE 338 Raleigh Symphony Orchestra

Biological Sciences

Professor Mecham, Head; Professors Grimes, Reid, Wolfinger; Associate Professor Cuffney; Assistant Professors Agorham, Andrus, Lindquist; Adjuncts Bullock, Crumpler, Dreyer, Dykstra, Marritt; Laboratory Technician Katsahnias; Emeritus Swab.

Biological Sciences meets the needs of Meredith's liberal arts students by providing introductory and upper level courses that prepare non-majors to become more knowledgeable involved in science issues facing society. The department prepares majors and minors for success in graduate school, professional programs, and employment in wide ranging areas within the biological and health sciences. Biology courses at all levels provide opportunities for in-depth exposure to many areas of the biological sciences, for fostering skills in using the scientific process through investigative work, and for enhancing creative learning.

Goals of the Department are as follows:

Upon completion of their Bachelor of Arts or Bachelor of Science in Biology all graduates will have:

- obtained scientific literacy and be able to read and critically evaluate the literature of science.
- an understanding of scientific methods and be capable of using them to solve problems.
- developed analytical and observational skills.
- obtained a set of modern laboratory skills and techniques.
- gained a broad knowledge base to allow them to relate science to other disciplines and to society as whole.

- be fluent in the major concepts, theories, and laws within the life sciences and be able to relate and connect them to the physical sciences.
- an understanding of the cellular and evolutionary basis of modern biology.
- the ability to relate structure and function at the molecular, cellular, organism, and ecological levels of organization.
- an understanding of the diversity of life and connectedness of all living systems.
- be able to describe the flow of genetic information.
- have an historical understanding of modern biology and an awareness of the major scientists that have contributed to its development.
- an appreciation of the various careers and professions available to biological scientists.

CAREER DIRECTIONS

Biology majors are prepared for careers in laboratory or field work, research, teaching, government service or advanced education in graduate school or medicine/health sciences.

The B.A. in Biology Major focuses on the study of organisms as living units and as biotic components of ecosystems. Graduates of this degree are prepared to attend graduate school in one of the diverse areas of botany, zoology, or ecology or to follow career paths in teaching, laboratory or field research, museums, natural areas and travel-related occupations.

B.S. in Biology Major provides a strong basis for advanced study/careers in the following areas:

- **Allied Health Sciences** (nursing, pharmacy, physician assistant, or physical therapy)
- **Medicine, Dentistry, or Veterinary Medicine**
- **Molecular Biology** (graduate study, teaching, or research careers in biotechnology, molecular pathology, pharmaceuticals, molecular toxicology, molecular biology, genetics, microbiology, cell biology, biochemistry, physiology, or medicine)
- **Environmental Science** (graduate study, teaching, research careers, or job opportunities in non-profit organizations, field work in natural areas, recreation, environmental consulting, technical writing, policy making, or waste management)

The B.A. in Environmental Studies Major is an interdisciplinary major focusing on the social, economic, and political aspects of environmental issues. Graduates have numerous job opportunities: teaching and curriculum development; research, opportunities with non-profit organizations; field work in natural areas; positions in recreation, environmental consulting, technical writing, policy making, or waste management.

LICENSURE

Middle grades (6–9) licensure in science is available to students in any major who complete these minimum requirements: BIO 110, 151, CHE 111, 141, PHY 100, GEO 200, GEO 240 and SCI 764. Secondary (9–12) licensure in Biology is available to students who satisfy the requirements for either a BA or a BS in Biology following the Program Requirements for Secondary Teacher Education listed on pp. 79.

CLINICAL LABORATORY SCIENCES

The Department of Clinical Laboratory Sciences, School of Allied Health Professionals, Medical College of Virginia Campus, Virginia Commonwealth University guarantees admission into the Master of Science program in clinical laboratory sciences for Meredith College students with the following qualifications:

- **Baccalaureate Degree in Biology**
- **Minimum GPA of 3.25**
- **Minimum Science GPA of 3.0**
- **Minimum TOEFL of 570 for international students whose native language is not exclusively English.**
- **The GRE must be taken within the first enrolled year, but the results are to be used for record keeping purposes only.**
- **In the event that all positions in the class are filled, applicants accepted under this agreement will be given first priority when space becomes available.**

RESOURCES

The **Department of Biological Sciences** is housed in the **Science and Mathematics Building** that opened in January 2003. This facility contains general and advanced laboratories for specialized study in undergraduate research, physiology, anatomy, invertebrate zoology, parasitology, microbiology, molecular biology, cell biology, biochemistry, genetics, evolution, ecology, field biology, and environmental science. An advanced light and electron microscope suite, greenhouse, animal room, photobiology unit, curriculum lab, library, and museum are, in addition to the nine student/faculty research laboratories, designed for student-faculty collaborations on original research. Research and cooperative opportunities are also available at many Raleigh/Durham/Chapel Hill/Research Triangle research facilities and laboratories. Meredith College is a charter member of the **Glaxo Smith-Kline Women in Science Scholars Program** and the **Howard Hughes Medical Institute Summer Research Intern program** administered by North Carolina State University.

There are numerous opportunities for Meredith College students to participate in research and courses at national and international study sites such as the School for Field Studies. Meredith College is an affiliated institution with the School for Field Studies which offers seven study abroad programs in the areas of ecology and field biology.

MFAT-MAJOR FIELD ACHIEVEMENT TESTS

Prior to graduation, all seniors are required to take the Major Field Achievement Test in Biology.

Credit Testing and Advanced Placement Biology Credit

Upon request, the department gives a placement exam to students who wish to receive credit for Biology 110. If scores indicate an adequate level of preparation, students receive credit for BIO 110 upon successful completion of BIO 151. Students who present an AP Biology score of 3 or above receive credit for BIO 110 and BIO 151.

Majors in Biology

B.A. Degree with a Major in Biology

Required courses in Biology 31–33 hours

BIO 110 (3) and 151 (1) Principles of Biology and Lab
 BIO 211 (3) and 241 (1) Plant Biology and Lab
 BIO 222 (3) and 242 (1) Animal Biology and Lab
 BIO 251 (3) Cell Biology
 BIO 334 (3) and 344 (1) Microbiology and Lab
 BIO 254 (3) Evolution of Biological Systems
 BIO 299, 498, 499, (1-3) Internship, or Seminar
 Electives (8)

Required courses in Physical Sciences: 8 hrs

CHE 111 (3) and 141 (1) General Chemistry I and Lab
 CHE 112 (3) and 142 (1) General Chemistry II and Lab

Required courses in Mathematics: 6-7 hrs

MAT 245 (3) Statistics I
 OR MAT 248 Statistical Concepts and Methods
 for Mathematicians
 Electives in Math or Computer Science (3)

Required Technology Fluency

Submission of electronic technology portfolio, due fall senior year

B.S. Degree with a Major in Biology

Required courses in Biology: 35–37hrs

BIO 110 (3) and 151 (1) Principles of Biology and Lab
 BIO 251 (3) Cell Biology
 BIO 254 (3) Evolution
 BIO 222/242 (4) Animal Biology and Lab
 BIO 211/241 (4) Plant Biology and Lab
 BIO 334 (3) and 344 (1) Microbiology and Lab
 BIO 299, 498 or 499 (1-3) Internship, or Seminar
 Biology Electives (12)

Required courses in Physical Sciences: 16 hrs

CHE 111 (3) and 141 (1) General Chemistry I and Lab
 CHE 112 (3) and 142 (1) General Chemistry II and Lab
 Physical Sciences Electives (8)

Required courses in Mathematics: 7 hrs

MAT 211 (4) Calculus I
 Electives in Math or Computer Science (3)

Required Technology Fluency

Submission of electronic technology portfolio, due fall senior year

B.S. Degree with a Major in Biology

Preparation for careers/advanced study in **Allied Health Sciences:**

Required courses for B.S. in Biology

Recommended Biology Electives: 8

BIO 311 (3) Histology
 BIO 208 (3) and 248 (1) Human Anatomy and Physiology I and Lab
 BIO 209 (3) and 249 (1) Human Anatomy and Physiology II and Lab
 BIO 436 (3) and 446 (1) Biochemistry and Lab

Recommended Physical Sciences Electives: 8

CHE 221 (3) and 241 (1) Organic Chemistry I and Lab
 CHE 222 (3) and 242 (1) Organic Chemistry II and Lab
 PHY 211 (3) and 241 (1) General Physics I and Lab
 PHY 212 (3) and 242 (1) General Physics II and Lab

Recommended Mathematics Electives: 3

MAT 245 (3) Statistics I
 OR MAT 248 Statistical Concepts and Methods
 for Mathematicians

B.S. Degree with a Major in Biology

Preparation for **Medical, Dental, or Veterinary School:**

Required courses for B.S. in Biology

Recommended Biology Elective: 12

BIO 311 (3) Histology
 BIO 314 (4) Parasitology and Lab
 BIO 321 (3) and 345 (1) Comparative Vertebrate Anatomy and Lab
 BIO 323 (3) and 343 (1) Vertebrate Physiology and Lab
 BIO 436 (3) and 446 (1) Biochemistry and Lab

Recommended Physical Sciences Electives: 8

CHE 221 (3) and 241 (1) Organic Chemistry I and Lab
 CHE 222 (3) and 242 (1) Organic Chemistry II and Lab
 PHY 211 (3) and 241 (1) General Physics I and Lab
 PHY 212 (3) and 242 (1) General Physics II and Lab

Recommended Mathematics Electives: 3

MAT 245 (3) Statistics I
 OR MAT 248 Statistical Concepts and Methods
 for Mathematicians

B.S. Degree with a Major in Biology

Preparation for careers/advanced study in **Molecular Biology:**

Required courses for B.S. in Biology

Recommended Biology Electives: 12

BIO 256 (1) Techniques in Microscopy
 BIO 258 (1) Techniques in Tissue Culture
 BIO 311 (3) Histology
 BIO 356 (4) Techniques in Molecular Biology and Biotechnology and Lab
 BIO 431 (3) and 461 (1) Genetics and Lab
 BIO 436 (3) and 446 (1) Biochemistry and Lab
 BIO 438 (3) and 448 (1) Advanced Biochemistry and Lab
 BIO 946 (2) Scanning Electron Microscopy

Recommended Physical Sciences Electives: 8

CHE 221 (3) and 241 (1) Organic Chemistry I and Lab
 CHE 222 (3) and 242 (1) Organic Chemistry II and Lab
 CHE 350 (4) Quantitative Analytical Chemistry and Lab

PHY 211 (3) and 241 (1) General Physics I and Lab
PHY 212 (3) and 242 (1) General Physics II and Lab

Recommended Mathematics Electives: 3

MAT 245 (3) Statistics I
OR MAT 248 Statistical Concepts and Methods
for Mathematicians

B.S. Degree with a Major in Biology

Preparation for careers/advanced study in **Environmental Science:**

Required courses for B.S. in Biology

Recommended Biology Electives: 12

BIO 225 (4) Environmental Science and Lab
BIO 326 (3) and 346 (1) Principles of Ecology and Lab
BIO 358 (2) Aquatic Field Studies
BIO 359 (2) Terrestrial Field Studies
BIO 314 (4) Parasitology and Lab
BIO 323 (3) and 343 (1) Vertebrate Physiology and Lab

Recommended Physical Sciences Electives: 8

CHE 221 (3) and 241 (1) Organic Chemistry I and Lab
CHE 222 (3) and 242 (1) Organic Chemistry II and Lab
CHE 350 (4) Quantitative Analytical Chemistry and Lab
GEO 200 (3) and 240 (1) Earth Science and Lab
PHY 211 (3) and 241 (1) General Physics I and Lab
PHY 212 (3) and 242 (1) General Physics II and Lab

Recommended Mathematics Electives: 3

MAT 245 (3) Statistics I
OR MAT 248 Statistical Concepts and Methods
for Mathematicians

B.A. Degree with a Major in Environmental Studies

Required courses in Biology: 21 hrs.

BIO 105 (3) and 145 (1) Modern Biological Concepts and Lab
BIO 225 (4) Environmental Science and Lab
BIO 326 (3) and 346 (1) Principles of Ecology and Lab
ENS/BIO 499 (1-3) Internship, or Seminar
Electives (6)

Electives chosen from the following: 6

BIO 211 (3) and 241 (1) Plant Biology and Lab
BIO 222 (3) and 242 (1) Animal Biology and Lab
BIO 358 (2) Aquatic Field Studies
BIO 359 (2) Terrestrial Field Studies
BIO 215 (3) Tropical Ecosystems

Required courses in Physical Sciences: 15 hrs

CHE 111 (3) and 141 (1) General Chemistry I and Lab
CHE 112 (3) and 142 (1) General Chemistry II and Lab
GEO 200 (3) and 240 (1) Earth Science and Lab
GEO 326 (3) Environmental Resources

Required courses in Mathematics: 3 hrs

MAT 245 (3) Statistics I
OR MAT 248 Statistical Concepts and Methods
for Mathematicians

Required Courses in other Disciplines: 27 hrs

PHI/REL 345 (3) Environmental Ethics
ECO 101 (3) Microeconomic Principles

ENG 358 (3) Professional Writing
POL 331 (3) Environmental Politics & Policy
Electives (12)

Electives chosen from the following: 12

COM 360 (3) Writing for the Media
ECO 356 (3) Public Policy Economics
GEO 203 (3) GIS
GEO 206 (3) Meteorology
HIS 300 (3) Intro to Public History
POL 210 (3) International Politics
POL 340 (3) State and Local Government
POL 370 (3) Topics in Model United Nations
SOC 231 (3) Social Problems
SOC 430 (3) Population Dynamics

MINOR IN BIOLOGY 20 HOURS

BIO 110 (3) and 151 (1) Principles of Biology and Lab
Electives in BIO 200 or above (16)

— For Biology courses, see pages 120–124.

—For Science courses, see page 176.

The School of Business

Professor Rotondo, Dean; Professor Wessels, Head; Professors Oatsvall and Wakeman; Associate Professors Bledsoe, Dutton, Hurt, Langenderfer, Lenard and York; Assistant Professors Barnes, Liao, Mishra, Nye, and Yu; Adjuncts Steele, and Wrenn-Callahan

The School of Business offers the following degree options:

- B.S. with a major in Accounting,
- B.S. with a major in Business Administration,
- B.A. with a major in Economics,
- Master of Business Administration (MBA), and
- B.S./M.B.A. option for accounting majors.

The School of Business builds upon Meredith's strong liberal arts foundation by helping our students prepare for fulfilling and productive careers. Through a comprehensive business curriculum, meaningful faculty-student interaction, and active participation in co-curricular learning experiences, our students have a tremendous competitive edge when entering the job market. We have an active internship program that places our students with companies such as Morgan Stanley, Wachovia, Credit Suisse, Lenovo and local law firms, radio and TV stations, and various non-profit organizations. Graduates of the Business School leave with the knowledge and skills to excel in professional positions.

The Business School provides a number of other learning experiences through an executive lecture series, corporate partnerships, and interactions with the business community. Students are also able to make professional connections with the business community by participating in the Accounting Association, the Society for Human Resource Management, the Student Business Advisory Board, the American Marketing Association, or the business honor society Delta Mu Delta.

Many of the courses for the B.S. degree with a major in Business Administration are available during the evenings.

Mission Statement

Our **mission** is to provide an academically-challenging learning experience that develops critical-thinking skills in all areas of business administration, and which emphasizes teamwork, leadership, communication skills, and ethical decision-making. Excellent teaching is complemented by strong, collaborative faculty/student relationships, by faculty scholarship that enhances our curriculum, and by service to the College and to the central North Carolina region.

Objectives of the Accounting Major

Upon completion of the Accounting major, students will acquire a broadly-based education with a command of business knowledge, skills, and practice in the context of cultural, ethical, legal, and global environments and be able to:

- Make business decisions and solve business problems using appropriate methods and models;
- Communicate ideas, concepts and quantitative data in oral and written form;
- Demonstrate collaboration and cooperation skills through participation in team-based projects as a team member and team leader;
- Use ethical principles to make business decisions;
- Use leadership skills to set goals, motivate others, and accomplish objectives;
- Communicate economic and financial events to internal and external users through the preparation of financial reports and statements meeting professional and ethical standards;
- Interpret and apply federal tax regulations to the determination of taxable income and the computation of tax liabilities for individuals.

Objectives of the Business Administration Major

Upon completion of the Business Administration major, students will acquire a broadly-based education with a command of business knowledge, skills, and practice in the context of cultural, ethical, legal, and global environments and be able to:

- Make business decisions and solve business problems using appropriate methods and models;
- Communicate ideas, concepts and quantitative data in oral and written form;
- Demonstrate collaboration and cooperation skills through participation in team-based projects as a team member and team leader;
- Use ethical principles to make business decisions;
- Use leadership skills to set goals, motivate others, and accomplish objectives.

Objectives of the Economics Major

Upon completion of the Economics major, students will be able to:

- analyze the theoretical foundation for business decision-making and apply that knowledge to business needs
- generate and present qualitative and quantitative research that addresses social issues
- utilize the various perspectives in economic thought to think, speak, and write cogently about the complexity of economic phenomena

CAREER DIRECTIONS

The Accounting Major prepares students for positions in public accounting, governmental and non-profit organizations, internal auditing, taxation, and management accounting. A major in Business Administration prepares students for a variety of careers in fields such as banking, consulting, human resource management and marketing. Students in the Economics Major prepare for research, planning and management positions in business, financial institutions, non-profit organizations or government agencies. Students with an interest in a particular area may consider completing a minor in the following areas:

- * **Accounting**—for positions in public accounting, management accounting, financial analysis, cash management and tax planning;
- * **Economics**—for positions involving research and analytical skills;
- * **Finance**—for positions in banking and other financial institutions, or in positions involving planning and budgeting;
- * **Human Resource Management**—for positions such as Benefits Administrator, Compensation Analyst, HR Generalist, Employee Relations Specialist or Recruiter;
- * **International Business**—for positions in various functional areas of multinational corporations;
- * **Marketing**—for positions involving direct selling, marketing research, advertising or market planning and promotion.

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 41.

Students transferring in credits may not transfer in more than 50% of the credits for the major requirements in the School of Business.

The School of Business also awards the Master of Business Administration. Details of the M.B.A. program are available on the Business School website at <http://www.meredith.edu/graduate/mba/default.htm>.

A special five-year program, the B.S./M.B.A. Option for Accounting, offers accounting majors the opportunity to meet the 150-hour education requirement of Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required by many states. Upon acceptance to the program, Meredith accounting students will begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. Curriculum planning for the five-year program begins when the accounting major is declared.

Majors in the School of Business

All students majoring in Accounting, Business Administration, or Economics must complete at least 50% of the credit hours for that major at Meredith.

B.S. Degree with a Major in Accounting 63 hours

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
ACC 325 Accounting Procedures, Systems, and Controls	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3
ACC 333 Cost Accounting	3
ACC 336 Federal Taxation – Individuals	3
BUS 250 Applied Data Analysis for Business Decisions	3
BUS 300 Principles of Management	3
BUS 310 International Business	3
BUS 340 Business Law and Ethics	3
BUS 343 Operations Management	3
BUS 348 Organizational Behavior	3
BUS 360 Principles of Marketing	3
BUS 370 Corporation Finance	3
BUS 495 Business Policy	3
ECO 100 Principles of Macroeconomics	3
ECO 101 Principles of Microeconomics	3
Electives chosen from the following	9
ACC 337 Federal Taxation – Corporations and Partnerships (3)	
ACC 436 Selected Topics in Accounting (3)	
ACC 437 Advanced Accounting (3)	
ACC 438 Auditing (3)	
BUS 472 Intermediate Financial Management (3)	

B.S. Degree with a Major in Business Administration 51 hours

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
BUS 250 Applied Data Analysis for Business Decisions	3
BUS 300 Principles of Management	3
BUS 310 International Business	3
BUS 340 Business Law and Ethics	3
BUS 343 Operations Management	3
BUS 348 Organizational Behavior	3
BUS 360 Principles of Marketing	3
BUS 370 Corporation Finance	3
BUS 495 Business Policy	3
ECO 100 Principles of Macroeconomics	3
ECO 101 Principles of Microeconomics	3
Electives chosen from the following	12
Any ACC, BUS, or ECO courses at the 300 level or higher	

B.A. Degree with a Major in Economics 30 hours

BUS 250 Applied Data Analysis for Business Decisions	3
ECO 100 Principles of Macroeconomics	3
ECO 101 Principles of Microeconomics	3
ECO 300 Intermediate Macroeconomics	3
ECO 301 Intermediate Microeconomics	3
Electives chosen from the following	15
ECO 324 History of Economic Thought (3)	
ECO 334 International Economics (3)	
ECO 335 Gender and the Economy (3)	

ECO 355 Money and Banking (3)	
ECO 356 Public Policy Economics (3)	
ECO 364 Labor Economics (3)	
ECO 435 Comparative Economic Systems (3)	
ECO 498 Honors Thesis in Economics (3)	
ECO 499 Research in Economics (3)	
BUS 472 Intermediate Financial Management (3)	
BUS 474 Investment Analysis & Portfolio Management (3)	

Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

MINORS IN BUSINESS

The school offers minors in accounting, business administration, economics, finance, human resource management, international business, and marketing. At least 12 of the 21 hours must be taken at Meredith. Minors are available to all students except as noted below.

Accounting 21 hours (Not available to Accounting majors.)

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
ACC 325 Accounting Procedures, Systems, and Controls	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3
Electives chosen from the following	6
ACC 333 Cost Accounting (3)	
ACC 336 Federal Taxation—Individuals (3)	
ACC 337 Federal Taxation—Corporations and Partnership (3)	

Business Administration 21 hours (Not available to Accounting or Business Administration majors.)

ACC 220 Financial Accounting	3
BUS 300 Principles of Management	3
BUS 360 Principles of Marketing	3
ECO 100 Principles of Macroeconomics	
or ECO 101 Principles of Microeconomics	3
Electives chosen from the following	9
ACC 221 Managerial Accounting (3)	
BUS 310 International Business (3)	
BUS 340 Business Law and Ethics (3)	
BUS 343 Operations Management (3)	
BUS 348 Organizational Behavior (3)	
BUS 350 Human Resource Management (3)	
BUS 370 Corporation Finance (3)	
ECO 300 Intermediate Macroeconomics (3)	
or ECO 301 Intermediate Microeconomics (3)	

Economics 18 hours (Not available to Economics majors.)

ECO 100 Principles of Macroeconomics	3
ECO 101 Principles of Microeconomics	3
ECO 300 Intermediate Macroeconomics	3
ECO 301 Intermediate Microeconomics	3
Electives chosen from the following	6
BUS 474 Investment Analysis and Portfolio Management (3)	
Any ECO course 300 or 400 level	

Finance 21 hours

*ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
BUS 250 Applied Data Analysis for Business Decisions	3
BUS 370 Corporation Finance	3
BUS 472 Intermediate Financial Management	3
*ECO 101 Principles of Microeconomics	3
Elective chosen from the following	3
ACC 336 Federal Taxation—Individuals (3)	
BUS 474 Investment Analysis and Portfolio Management (3)	
ECO 301 Intermediate Microeconomics (3)	
ECO 355 Money and Banking (3)	

* Accounting and Business Administration majors must choose two additional electives (6 hours) for this requirement in lieu of ACC 220 and ECO 101 for a total of 9 hours of electives.

Human Resource Management 21 hours

ACC 220 Financial Accounting	
or ECO 101 Principles of Microeconomics	3
BUS 300 Principles of Management	3
BUS 348 Organizational Behavior	3
BUS 350 Human Resource Management	3
Electives chosen from the following	9
BUS 352 Training and Development (3)	
BUS 452 Compensation and Benefits (3)	
BUS 458 Employee Relations Management (3)	
BUS 481 Human Resource Management Internship (3)	
ECO 335 Gender and the Economy (3)	
ECO 364 Labor Economics (3)	

International Business 21 hours

*ACC 220 Financial Accounting	3
BUS 300 Principles of Management	3
BUS 360 Principles of Marketing	3
BUS 310 International Business	3
BUS 369 International Marketing	3
* ECO 100 Principles of Macroeconomics	3
ECO 334 International Economics	3

* Accounting and Business Administration majors must choose two additional electives (6 hours) from the following list in lieu of ACC 220 and ECO 100.

Electives chosen from the following

GEO 205 World Regional Geography (3)
POL 210 International Politics (3)
or POL 320 International Political Economy
SPA 301 Business Spanish (3)
or FRE 301 Business French (3)
REL 102 World Religions (3)

Study Abroad Experience including courses that contain comparative cultural experience (for example: IDS 300 or IDS 301).

Marketing 21 hours

ACC 220 Financial Accounting	
or ECO 101 Principles of Microeconomics	3
BUS 300 Principles of Management	3
BUS 360 Principles of Marketing	3
BUS 361 Consumer Behavior	3
Electives chosen from the following	9
BUS 365 Marketing Research (3)	
BUS 369 International Marketing (3)	
BUS 466 Sales Management (3)	
BUS 467 Advertising and Sales Promotion (3)	
BUS 468 Marketing Management and Planning (3)	

— *For Accounting courses, see pages 115–116.*

— *For Business courses, see pages 124–126.*

— *For Economics courses, see page 138.*

Career Studies

Director Sumerel; Associate Director Sumner, Employer Relations; Assistant Director Losordo, Career Development.

The **purpose** of Career Studies at Meredith College is to facilitate the career development of Meredith students through classroom and experiential learning. Early and informed career planning can make a vital difference to today's college graduate. The programs of the Meredith College Career Center are designed to equip students with the knowledge, skills, and tools to translate education and experience into rewarding careers.

Career Planning Seminars are one-hour pass/fail courses taught on two levels. CPS 101 for freshmen and sophomores uses self-assessment and career exploration to assist students in selecting academic majors. CPS 301 helps junior and senior students relate chosen majors to career fields and to develop job search skills and strategies. Cooperative Education (COE) courses provide the opportunity for students to apply academic knowledge in job situations while confirming career choices and gaining valuable workplace experience. Career Studies at Meredith College serve as an important bridge between academic pursuits and career goals.

— *For Career Planning Seminar courses, see page 126.*

— *For Cooperative Education courses, see page 132.*

Chemistry, Physics, and Geoscience

Professor Hazard, Head; Professors Powell and Shiflett, Associate Professor Lewis; Assistant Professor Schmidt; Laboratory Technician Sen; Adjuncts Jacobs, Keary, and Patchus.

The **purpose** of the Department of Chemistry, Physics, and Geoscience is to provide courses and programs of academic excellence in chemistry, physics and geoscience that will

- enable majors and minors to attain their educational and career goals; and
- prepare all students to live as informed and responsible citizens with a global and environmental awareness in a world where ideas and events are strongly influenced by science and technology.

All students completing courses in the department will

- develop a knowledge of scientific discovery and process;
- improve their ability to reason and critically analyze evidence and support for information; and
- become scientifically literate in one or more of the disciplines in the department (astronomy, chemistry, physics, or geoscience).

In addition, chemistry majors will

- acquire a knowledge of inorganic, organic, analytical, and physical chemistry,
- develop the skills and knowledge necessary to work competently and safely in a chemistry laboratory,
- be able to employ current research tools and strategies,
- acquire the knowledge and skills necessary to pursue graduate or professional studies or careers in chemistry or teaching,
- understand the dynamic nature of science and the necessity for continuing education.

The department offers introductory courses in chemistry, physics, geography, and geoscience to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in internships, undergraduate research, or the cooperative education program.

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options.

ENGINEERING DUAL DEGREE

An Engineering Dual Degree Program is available to Meredith College students. In this 5-year program, a student can receive a Bachelor of Arts degree from Meredith College in chemistry and either a B.S. in Chemical Engineering or a B.S. in Environmental Engineering from NCSU. For details of the program see p. 52. Other engineering dual degree combinations can be found on p. 98 (math). Interested students should contact Dr. Charles Lewis, the Engineering Program Coordinator at Meredith before registering for the first semester at Meredith College.

Majors in Chemistry

Core Curriculum 24 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
CHE 221, 241 Organic Chemistry I & Lab	4
CHE 222, 242 Organic Chemistry II & Lab	4
CHE 350 Quantitative Analytical Chemistry	4
PHY 211, 241 General Physics I & Lab	4
PHY 212, 242 General Physics II & Lab	4
MAT 211 Calculus I	4

Bachelor of Arts with a major in Chemistry 45 hours

Core Curriculum	32
Additional hours in chemistry courses, including	
CHE 490, numbered 200 or above	7
Elective hours chosen from biology, chemistry, mathematics and physics at the 200 level or above	6

Bachelor of Science with a major in Chemistry 61 hours

Core Curriculum	32
CHE 420 Chemical Thermodynamics & Kinetics	3
CHE 430 Atomic & Molecular Structure	3
CHE 441 Experimental Physical Chemistry I	1
CHE 442 Experimental Physical Chemistry II	1
Elective chemistry courses numbered 200 or above	10
One hour selected from the following	1
CHE 490 Seminar (1-2)	
CHE 498 Honors Thesis in Chemistry (3)	
CHE 499 Research (1-2)	
CHE 930 Special Studies (1-3)	
or cooperative education	
MAT 212 Calculus II	4
MAT 220 Linear Algebra or MAT 354 Differential Equations.	3
Elective chosen from the following	3
BIO 110 General Biology I (3)	
CSC 101 Beginning Programming (3)	
MAT 220 Linear Algebra (3)	
MAT 354 Differential Equations (3)	

MINORS IN CHEMISTRY AND GEOSCIENCE

Chemistry 20 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
Electives chosen from the following	12
CHE 221/241 Organic Chemistry I & Lab(4)	
CHE 350 Quantitative Analytical Chemistry (4)	

CHE 222/242 Organic Chemistry II & Lab
or CHE 436/446 BioChemistry & Lab (4)
(Prerequisite: BIO 101/141)
CHE 420/441 Chem. Thermodynamics & Kinetics or
(Prerequisites: PHY 211/241, PHY 212/242 and MAT 211)
CHE 430/442 Atomic & Molecular Structure
or CHE 474 Inorganic & Bioinorganic Chemistry (3)

Chemical Physics 19 hours

CHE 111, 141 General Chemistry I & Lab 4
CHE 112, 142 General Chemistry II & Lab 4
PHY 211, 241 General Physics I & Lab 4
(Prerequisite: MAT 211)
PHY 212, 242 General Physics II & Lab 4
CHE 420 Chem. Thermodynamic & Kinetics
or CHE 430 Atomic & Molecular Structure. 3

Geoscience 22 hours

GEO 200, 240 Earth Science & Lab 4
GEO 205 World Regional Geography 3
(Prerequisite: CHE 111/141)

Electives chosen from geoscience courses at the 200 level or above
(at least 3 of these hours must be at the 300 level) 8

All elective hours must be approved by the department head.

Teacher licensure is available in B–K, K–6, 6–9 science concentration
and 9–12 chemistry. See licensure requirements in the School of
Education listing.

— For Chemistry courses, see pages 126–128.

— For Geoscience courses, see pages 150–151.

— For Physics courses, see page 170.

Communication

Associate Professor Grant, Head; Associate Professors Ross and
Spero; Assistant Professor Yamada; Adjuncts Brewer, Mayberry,
McCormick, and Zuckerman-Hyman.

Mission Statement

Communication is central to all human endeavors. The study of
communication includes the critical examination and analysis of
the format, content, meaning, production, and distribution of mes-
sages. Recognizing the power and potential of communication,
the Department of Communication strives to educate women to
become more proficient practitioners, responsible for making ethi-
cal, critical, and effective communication choices. Additionally, as
our community becomes more globally integrated, the department
is committed to fostering within our students an understanding
and respect for diverse and culturally rich communication per-
spectives. The department's commitment to a rigorous education-
al environment includes: **1)** providing unique and creative commu-
nication courses; **2)** promoting critical engagement with a variety
of viewpoints; and **3)** studying the processes involved in creating,
analyzing, and disseminating communication. Furthermore, the
department cultivates professional and ethical leaders who are
formidable candidates for careers in a complex global society.

The Department of Communication offers interpersonal and mass
communication courses as well as other educational opportunities
to give students the communication skills and knowledge needed
for personal and professional success.

COMPETENCIES FOR COMMUNICATION MAJORS

Students in the Communication degree concentrations are
prepared to:

1. Understand multiple theoretical perspectives and diverse intel-
lectual underpinnings in communication as reflected in its
philosophy and/or history.
2. Communicate effectively with diverse others.
3. Write and speak correctly and clearly in forms and styles appro-
priate for the communication professions, audiences and purposes
they serve.
4. Create and deliver presentations in several forms such as oral,
written, broadcast, online, and/or multimedia.
5. Analyze and interpret contemporary media.
6. Reflectively construct and analyze arguments and discourse
intended to influence beliefs, attitudes, values, and practices.
7. Conduct systematic inquiry (the process of asking questions,
systematically attempting to answer them, and understanding
the limitations of the conclusions reached).
8. Analyze and practice ethical communication (including an un-
derstanding of legal issues in communication).
9. Apply effective approaches to human relational interaction in
various settings.
10. Analyze and practice communication that creates or results from
complex social organization.

Majors in Communication

Candidates for the Bachelor of Arts with a major in communica-
tion must take 29/30 hours of core requirements and 18 hours of
their chosen concentration, for a total of 47/48 hours. The con-
centrations offered are Mass Communication and Interpersonal
Communication.

Required Major Courses

COM 100 Introduction to Communication Studies 3 hrs
COM 200 Communication Research Methods 3 hrs
COM 225 Public Speaking 3 hrs
COM 260 Interpersonal Communication 3 hrs
COM 290 Introduction to Mass Communication 3 hrs
COM 350 Business & Professional Communication 3 hrs
COM 380 Communication Ethics 3 hrs
COM 390 Intercultural Communication 3 hrs
COM 495 Communication Theory 3 hrs
one of the following
COM 410 Communication Senior Thesis 2 hrs
COM 498 Honors Thesis 3 hrs

Concentration in Mass Communication Studies 18 hours

COM 310 Public Relations 3
COM 320 Media Law 3
COM 360 Writing for the Media 3

COM 425 Media, Culture and Society	3
COM 930 Mass Communication Internship	3
Approved Elective	3

Mass Communication Electives

Select any of the following three credit-hours of coursework:

ART 130 Photography I (3)
ART 240 Intro to Graphic Communication (3)
ART 230 Photography II (3)
ART 330 Photographic Tech. & Processes (3)
BUS 360 Principles of Marketing (3)
BUS 365 Marketing Research (3)
BUS 466 Sales Management (3)
BUS 467 Advertising & Sales Promotion (3)
COM 299 Research Project (1-3)
COM 230 Video Production (3)
COM 325 Oral Interpretation of Literature (3)
COM 400 Special Topics in Communication (3)
COM 499 Research Project (3)
ENG 150 Apprenticeship—The Herald (1)
ENG 240 Introduction to Film (3)
ENG 245 Introduction to Journalism (3)
ENG 247 Introduction to Professional Editing (3)
ENG 358 Professional Writing (3)
POL 301 Constitution and Rights of Americans (3)
THE 140 House Management (1)
THE 141 Publicity (1)
THE 142 Box Office (1)

Concentration in Interpersonal Communication 18 hours

COM 300 Small Group Communication	3
COM 370 Nonverbal Communication.	3
COM 375 Gender Communication.	3
COM 450 Relational Communication	3
COM 930 Interpersonal Communication Internship	3
Approved Elective	3

Interpersonal Communication Electives

Select any of the following three credit-hours of coursework:

BUS 300 Principles of Management (3)
BUS 348 Organizational Behavior (3)
BUS 350 Human Resource Management (3)
BUS 352 Training and Development (3)
BUS 361 Consumer Behavior (3)
CD 335 Marriage/Family Relationships (3)
COM 299 Research Project (1-3)
COM 325 Oral Interpretation of Literature (3)
COM 400 Special Topics in Communication (3)
COM 499 Research Project (3)
PHI 210 Critical Thinking (3)
PSY 212 Psychology of Gender Roles (3)
PSY 312 Psych of Exceptional Indiv (3)
PSY 332 Perception (3)
PSY 410 Social Psychology (3)
PSY 432 Memory, Language and Cognition (3)
SOC 260 Cultural Anthropology (3)
SOC 335 Race and Ethnic Relations (3)
THE 140 House Management (1)
THE 141 Publicity (1)
THE 142 Box Office (1)

MINOR IN COMMUNICATION 18 HOURS

COM 100 Introduction to Communication Studies	3
COM 225 Public Speaking	3
COM 260 Interpersonal Communication	3
COM 495 Communication Theory	3
Choice of 2 additional courses in Communication	6

—For Communication courses, see pages 129–131.

Dance and Theatre

Professor Rodgers, Head; Professors Shapiro and Colwell-Waber; Assistant Professors Finley, Roten and Tomeyzk; Instructor Torres; Adjuncts Burris, Dloessler, Hoban, Nicholas-Walker, and Smith; Accompanist Wiemon; Technical Supervisor and Facilities Coordinator Waddell.

The Department of Dance & Theatre offers a major in Dance Studies with concentrations in Dance Education, and Private Studio Teaching, and a major in Theatre, K–12 Licensure to teach Theatre, and a concentration in Musical Theatre. Our varied performance opportunities include annual dance concerts and main stage theatre productions, plus several studio productions in each program. Auditions for both Meredith Dance Theatre and Meredith Performs Theatre are open to all Meredith College students. Many of our courses fulfill general education requirements.

The Meredith Dance and Theatre Department is a collaborative laboratory for exploring the extraordinary power of personal expression, conducting artistic scholarship and developing technical, creative, and critical skills within a liberal arts curriculum. Because the arts play a profound role in how we understand, imagine, and shape our world, our programs prepare students for a productive life in global society. Guided by professionally active faculty, students engage in broad range performance, research, and design opportunities throughout their academic careers. The **purpose** of the Department of Dance & Theatre is to offer programs that will

- Support the Aesthetics & the Arts component, the Cultural Perspectives component, and the Health & Physical Learning component of general education;
- Offer a major in Dance Studies with concentrations in Dance Education, and Private Studio Teaching;
- Offer a major in Theatre and a concentration in Musical Theatre;
- Offer preparation for teacher licensure in Dance K–12 and Theatre K–12;
- Offer experiential learning and performance opportunities in dance and theatre;
- Enrich the cultural and aesthetic life of the Meredith College community; and
- Encourage student involvement in dance and theatre beyond the Meredith community through service learning, internships, travel, participation in productions and arts organizations, and partnerships with lab schools.

The **goals** of the Department of Dance & Theatre are upon the completion of the program students will be able to:

- Explore their creative voices;
- Engage in rigorous intellectual endeavors;
- Develop critical thinking skills;
- Acquire strong oral and written communication skills;
- Understand and apply technology related to the specific areas of Dance & Theatre;
- Develop an understanding of the role of dance and theatre in a broader social and historical context;
- Appreciate the contributions of diverse cultures to dance and theatre;
- Identify themselves as artists who possess the craft, discipline, and commitment to contribute to their art form;
- Prepare themselves for a professional career in dance or theatre;
- Become an artistic resource to the Meredith community and beyond; and
- Accumulate the knowledge and experiences necessary to actively support the arts throughout their lifetimes.

The **objectives** of the Department of Dance & Theatre are to meet our stated goals by

- Offering classes, performance opportunities, internships and partnerships, and research opportunities that challenge and encourage the creative and intellectual process,
- Creating an active learning environment in which students learn the technological skills necessary for producing and promoting their art,
- Weaving into the curricula and productions the tools for understanding and appreciating diverse cultures and their contributions to the arts,
- Interacting closely with students as advisors and role models to ensure their growth as artistic professionals.

In addition to their courses of study, the Department of Dance & Theatre offers students unique opportunities to study with renowned guest teachers, choreographers, playwrights, actors, and directors each year. The Dance Program's annual guest artist residency and Master Artist Teaching Series has brought such nationally acclaimed artists such as Bebe Miller, Lisa Race, and Gerri Houlihan to campus to teach and create work with Meredith students. The Theatre Program typically presents a musical, a theatre for youth production, a classical piece, and a contemporary play each year. In addition, several student-led productions are performed. Guest artists often perform or serve as guest directors.

The Dance Program hosts the annual North Carolina Dance Festival, which offers students the chance to perform with and help produce the work of North Carolina's best choreographers. Dance students also participate in the American College Dance Festival annually, where they attend master classes and present work for adjudication. Each year, the Theatre Program participates in the Kennedy Center American College Theatre Festival. This opportunity allows students to appreciate the work being done at institutions of higher education all over the state and to compete for prestigious graduate school scholarships.

CAREER DIRECTIONS

Dance majors are prepared for careers in education, private studio teaching, and professional performance. Recent graduates teach in the schools, own and operate studios, and are actively producing their work. Likewise, **Theatre** majors are prepared for careers in education, further graduate studies, performance, design, or directing. Recent graduates are studying for their Master of Fine Arts degrees, teaching in the public schools, and pursuing careers in professional theatre.

Dance Majors

The **Private Studio Teaching Concentration** prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 40 credit hours, the student completes an additional 20 credit hours which provide experiences in performance, production, business, and teaching.

The **Dance Education Concentration** program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 40 credit hours, the student completes 36 credit hours in the Dance Education Concentration.

Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. Activity courses taken to satisfy general education requirements are taken pass/fail. All dance activity courses taken to fulfill requirements for the Dance major may count toward graduation.

Theatre Majors

Candidates for the **Bachelor of Arts in Theatre** must earn 39 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major advisor toward a greater overview or toward a focus on performance or production.

The **interdisciplinary concentration in Musical Theatre** is designed to include studies in professional aspects of musical theatre; achievement as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre; development in basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

The **K-12 Teaching Licensure in Theatre** is designed for those students who wish to pursue the teaching of theatre as a profession. This program prepares students for licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12.

The **goals** of the curriculum are to insure

- competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- development of visual and aural perceptions related to performance;
- understanding of developmental and activity-oriented production

processes such as acting, directing, scenic design, costume design, writing of traditional experimental theatrical forms, and basic technical operations related to productions;

- familiarity with and competence in fundamental theatre techniques;
- acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- understanding and evaluation of contemporary thinking about theatre and related arts; and,
- informed assessment of quality in works of theatre.

The **objectives** for the curriculum are to develop theatre teachers who would help students by

- communicating what playwrights seek to convey and how that is intensified through theatrical production;
- assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- promoting skills in observation and communication and the ability to exercise critical thinking and make decisions through theatrical experiences;
- encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others; and,
- preparing them for future education, avocational and/or vocational theatre arts experiences.

Majors in Dance and Theatre

Dance Studies

The requirements for a major in dance studies shall include fulfillment of general education requirements, the 40 credit hour core curriculum in dance studies, and requirements for one area of concentration in dance studies:

The Core 40 credit hours

DAN 150 Perspectives in Dance	1
DAN 159 Improvisation I	2
DAN 260 Movement Studio for Fundamentals	3
DAN 290 Production for Dance	3
DAN 350 Movement Fundamentals II	3
DAN 200 Dance in Society	3
DAN 256 Composition I	3
DAN 257 Music for Dance	2
DAN 352 Dance Repertory	1
DAN 356 Dance Composition II	3
DAN 358 Movement Studio for Somatics	2
DAN 359 Dance History (WI)	3
Dance Technique: Total of 8 credits to include:	
DAN 253, 353 or 453, or DAN 456	3
Modern III or IV or MDT	
DAN 251, 351, and/ or 451	3

Ballet II, III, and/ or IV	1
DAN 254, 354, and/ or 454	1
Jazz II, III, and/ or IV	1
DAN 156 World Dance	1
DAN 499 Dance Research (IL)	3

Electives Option 20 hours

Choose 20 credit hours from the following courses

Experiential Courses:

Dance Technique	1-6
(200 level and above, DAN 156 or 456, up to 6 hours)	
DAN 252 Participation in Choreographic Projects	2
DAN 258 Mind Body Integration	1-2
DAN 259 Improvisation II	2
DAN 352 Dance Repertory (up to 2 credits)	1
DAN 355 Creative Arts Touring Company	2
DAN 460 Dance Practicum	1-2
DAN 461 Dance Practicum in Performance (up to 2 hours)	1-2
DAN 462 Dance Practicum in Choreography (up to 2 hours)	1-2
DAN 463 Dance Practicum in Technical Theatre (up to 2 hours)	1-2

Dance Theory (minimum 3 hours)

DAN 455 Performing Arts Administration	3
DAN 457 Pedagogy in Dance Technique	1
DAN 761 Theory and Methods of Teaching, K-6	3
DAN 762 Theory and Methods of Teaching, 7-12	3
DAN 763 Reflective Teaching	3
DAT 430 Selected Topics in Dance and Theatre	1-3

Courses outside the discipline (minimum 3 hours, maximum 6 hours)

FMD 315 History of Costume	3
HED 282 Care and Prevention of Movement Injuries	2
MUS 214 Music Appreciation or	3
MUS 216 World Music	
THE 140 Practicum in House Management	1
THE 141 Practicum in Publicity	1
THE 142 Practicum in Box Office	1
THE 224 Acting I	3
THE 246 Lighting and Sound	3
THE 247 Costume and Make-Up	3
WST 320 Our Bodies our Lives	3

Concentration in Private Studio Teaching 20 credit hours

DAN 355 Creative Arts Touring Company	2
DAN 457 Pedagogy in Dance Technique	1
DAN 463 Dance Practicum in Technical Theatre	1
DAN 464 Dance Practicum in Field Teaching in a Private Studio	2
DAN 455 Performing Arts Administration	3
DAN 761 Theory and Methods of Teaching, K-6	3
DAN 762 Theory and Methods of Teaching, 7-12	3
HED 282 Care and Prevention of Movement Injuries	2
Choose one of the following courses	
ACC 220 Financial Accounting	3
BUS 300 Principles of Management	
BUS 340 Business Law and Ethics	
BUS 360 Principles of Marketing	
PSY 310 Psychology of Children and Adolescents	

Concentration in Dance Education 36 credit hours

DAN 357 Creative Arts Touring Company Assistant	2
DAN 761 Theory and Methods of Teaching Dance, K-6.....	3
DAN 762 Theory and Methods of Teaching Dance, 7-12	3
DAN 763 Reflective Teaching	3
EDU 232 Foundations of American Education.....	3
EDU 234 Educational Psychology.....	3
EDU 241 Introduction to Instructional Media.....	1
EDU 440 Seminar in Education	1
EDU 450 Reading In The Content Area	2
EDU 490 Observation and Directed Teaching.....	6
PSY 210 Developmental or.....	3
PSY 310 Child/Adolescent Psychology	
PSY 312 Psychology of Exceptional Individuals.....	3
SOC 335 Race and Ethnic Relations.....	3
Proof of First Aid Certification	

Theatre**Theatre 39 hours**

THE 114 Introduction to Theatre.	3
THE 224 Acting I	3
THE 130-142 Practica (at least three different areas).	3
THE 245 Stagecraft	3
THE 316, 317 History of Theatre I & II.	6
ENG/THE 350 Modern Drama or ENG 355 or 356 Shakespeare ..	3
THE 425 Directing.	3
THE 490 Project: area of specialization	1-3
Electives chosen from the following	12
DAT 430 Selected Topics in Dance and Theatre	3
THE 130-142 Theatre Practica (areas of study to be determined in consultation with major advisor) (1each)	
THE 150 Voice and Articulation (3)	
THE 214 Creative Dramatics (3)	
THE 246 Lighting and Sound (3)	
THE 247 Costume and Makeup (3)	
THE 299 Research in Theatre (1-3)	
THE 320 Puppetry (3)	
THE 324 Acting II (3)	
THE 335 Scenic Design and Painting (3)	
THE 370 Playwriting (3)	
THE 480 Internship (1-3)	
THE 496 Seminar in Musical Theatre (3)	
THE 498 Honors Thesis (3)	
THE 499 Research in Theatre (1-3)	

Students majoring in theatre are expected to participate in all aspects of departmental productions.

K-12 Licensure in Theatre 81-83 hours

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K-12) 48-50 hours

THE 150 Voice & Articulation	3
COM 330 Video Production	3
DAN 159 Movement Improvisation.	2
THE 114 Introduction to Theatre.	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum.	1
THE 141 Publicity Practicum.	1
THE 214 Creative Dramatics	3
THE 224 Acting I	3
THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup.	3
THE 316 317, History of Theatre I & II.	6
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 370 Playwriting	3
THE 425 Directing	3
THE 490 Project: area of specialization	1-3
THE 496 Seminar in Musical Theatre	3

Professional Education Courses 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology.	3
EDU 241 Introduction to Instructional Media Materials	1
EDU 255 Literature for Children and Early Adolescents.	2
EDU 440 Seminar In Education	1
EDU 450 Reading in the Content Area	2
EDU 467 The Secondary School.	3
EDU 490 Observation and Directed Teaching	6
THE 735 Methods of Teaching Theatre K-12	3

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the School of Education section that follows.

Concentration in Musical Theatre 18 hours

MUS 100, 101 Theory	6
MUS 150, 151 Ear-Training	2
MUA 154, 254 Voice	6
Piano study chosen from the following.....	1
MUA 040 Beginning Class Piano (1)	
MUS 140 Elementary Key Board (1)	
MUA 044 Preparatory Piano (1-4)	
MUA 144 Piano I (1-4)	
DAN 251, 351, or 451 (Ballet II, III, or IV)	1
DAN 253, 353, or 453 (Modern II, III, or IV)	1
DAN 254, 354, or 454 (Jazz II, III, or IV)	1

In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.

MINDS IN DANCE AND THEATRE

Dance 21 Hours

Dance Technique chosen from two of the following categories at or above the 200 level:	
Ballet, Modern Dance, Jazz.	8
DAN 150 Perspectives in Dance.	1
DAN 159 Movement Improvisation.	2
DAN 256 Dance Composition I.	3
DAN 359 Dance History.	3
Electives chosen from DAN 200, 250, 252, 255, 257, 258, 259, 352, 355, 356, 357, 455, 456, 761, 762 or 940's (approved by Dance faculty advisor).	4

Theatre 18 hours

THE 114 Introduction to Theatre.	3
Approved courses in Theatre.	15
—For Dance courses, see pages 135–138.	
—For Theatre courses, see pages 182–184.	

Meredith College also offers an interdisciplinary minor in **Arts Management**. Please see page 63 of the catalog for information.

Education

Associate Professor Delaney, Head; Professors Gleason, and Parker; Associate Professors Graden, Marr, and McKinney; Assistant Professors Olson, Roberts, Schrock; Adjuncts Midgett and Torgerson.

Mission Statement

The **mission** of the Teacher Education program is to prepare educators who have the knowledge, skills and values to effectively teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

The Department provides undergraduate programs which lead to the North Carolina Standard Professional 1 license.

The Department offers the following licensure program options at the undergraduate level:

- Birth through kindergarten (B–K)
- Elementary education (K–6)
- Middle grades education (6–9): language arts, mathematics, science, and social studies
- Secondary education (9–12): English, mathematics, comprehensive science and social studies
- Special subject area education (K–12): art, music, dance, English as a second language, theatre, French, Spanish and physical education
- Workforce development education (7–12): family and consumer sciences

Although there are common elements among the licensure areas, each is a distinct program and is designed for a specific purpose. *The requirements for each program are outlined on pages 77–86.*

Graduate Programs in Education

The Master of Education degree program is for the K–12 teacher who has a baccalaureate degree and a teaching license. The areas offered, which lead to a North Carolina M-level license, include: elementary education, English as a second language, reading, special education (general curriculum) and academically and intellectually gifted education. Licensure-only options include Reading (K–12), ESL (K–12), special education (general curriculum) (K–12), and academically/intellectually gifted (K–12).

The Master of Arts in Teaching degree program is designed to provide an initial teaching license for the individual who has a baccalaureate degree. The two areas offered, which lead to a North Carolina M-level license, are Elementary Education and Special Education. A graduate catalogue, which provides complete information about the program, can be obtained on-line from the John E. Weems Graduate School website (www.meredith.edu/graduate/default.htm).

Goals

Courses in the Education Department provide the developing teacher or interested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. In accordance with our conceptual framework, the courses and fieldwork prepare our students to be teachers who:

- Demonstrate leadership
- Understand content
- Practice connected pedagogy
- Exhibit culturally relevant and inclusive teaching
- Engage in reflective teaching
- Utilize continuous assessment

Learning Outcomes

Upon completion of any undergraduate licensure program, our students will:

- Understand the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and create learning experiences that make these aspects of the subject matter meaningful to students.
- Understand how children learn and develop and create learning opportunities to support their intellectual, social, and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners (e.g. LEP, exceptional, gifted/talented).
- Understand and use varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills.

- Understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand the importance of instructional planning and design instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Engage in reflective practice and continually evaluate the effects of her choices and actions on others and demonstrate a professional commitment to teaching.
- Foster relationships with parents, school colleagues and agencies in the larger community to support students' learning and well-being.

Accreditation

Meredith College is an accredited institutional member of the National Council for Accreditation of Teacher Education (NCATE).

Admission to Teacher Education Program

Admission to **teacher education** is open to both degree and non-degree women students who meet the standards established by the college.

Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)

A student who plans to teach should consider the available teacher education programs, confer with her advisor, and select one as early as is feasible but no later than the second semester of the sophomore year.

Students who plan to be middle grades education (6–9) teachers should confer with their advisors and select and declare a major compatible with one of the concentrations available to middle grades education (6–9) students at Meredith. (A second concentration is recommended.)

Students who plan to be secondary education (9–12) teachers, special subject area education (K–12) teachers, or occupational education teachers should confer with their advisors and select and declare a major compatible with the subject area in which they want to be licensed.

After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.

The registrar will send a copy of the student's completed Declaration of Major form to the Education Department. Upon receipt of the form, a Teacher Education Handbook, and a packet of materials for Admis-

sion to Teacher Education will be sent to the student; also, a letter of notification will be sent to the student's advisor. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the Education Department as soon as possible. (The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change.) Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. **An applicant's overall grade point average must be 2.50 or above for admission to the program.**

Each completed application is reviewed in the Education Department and the applicant is notified of the admission decision by the dean. An applicant can appeal the admission decision to the Vice President for Academic Programs by letter.

Non-degree students (students with at least a baccalaureate degree who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)

All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the Education Department.

Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the School of Education, Health and Human Sciences. They must take a minimum of 30 semester hours of course work at Meredith, which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis.

A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.

Before a student enrolls in a middle, secondary or K–12 methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the Education Department.

Student Internship Requirements

The following requirements must be met before a student is admitted to the student internship:

1. Meet with the director of the program during the semester prior to block semester. There is a required meeting (date and time to be announced), during which the application for internship placement is reviewed with instructions for its completion.
2. Earn an overall GPA of 2.50 or better on a 4-point scale at the end of the semester or summer session prior to the semester in which student teaching is done. Students seeking 6–9, 9–12 or K–12 licenses must have a cumulative GPA of 2.50 or better in their content area courses.
3. Observe or participate with children in the public schools.

4. Achieve those competencies necessary for effective teaching which have been established by the Department of Public Instruction (DPI) and that have been adopted by the Teacher Education Committee of Meredith College.
5. Earn a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.
6. Submit the completed Health Certificate for a physical exam to the Education Department.
7. Complete a speech competency screening. Speech screening results will be sent to the student and to her academic advisor. Together they will determine if her plan of study should be adjusted. Students and advisors wanting to follow speech screening recommendations should do so prior to the student's internship.
8. If applicable, it is recommended that the honors thesis be completed prior to the student's internship.

Program Guidelines

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Prior to student teaching, all students must have a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

All professional Education courses must be taken for a grade unless specifically designated as Pass/Fail. Preadolescent/ Adolescent Behavior (EDU466) and/or Secondary School (EDU467) may be taken Pass/Fail with permission of the instructor.

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Preprofessional Skills Tests (Reading, Writing, Mathematics) or acceptable scores on the SAT or ACT. The minimum score requirements are established by the State Board of Education and are subject to change.

During or following the semester of student internship, elementary education and English as a second language license candidates are required to take the appropriate specialty area tests, PRAXIS II. The minimum score requirements are established by the State Board of Education and are subject to change. All required examinations may be taken more than once. Minimum score requirements are available from the Education Department.

Recommendations

Most professional education courses, including most methods courses taught in departments other than Education, require extensive school observations/field experiences outside scheduled class hours. Most of these observations occur in a public school setting between the hours of 7:30 a.m. to 3:00 p.m. Planning for these observations should include travel time of 30 minutes each way.

It is strongly recommended that EDU 232 and 234 be taken as first courses, but not in the same semester or prior to the sophomore year.

In order to be recommended for licensure, a student must complete a Professional Teaching Portfolio. A student is to work on this portfolio as she progresses through her planned program of study for obtaining a teaching license. Written guidelines for completing this portfolio are distributed/explained in regularly scheduled required "Orientation to Education" sessions. A student who may not be proficient in word processing, presentation graphics, spreadsheets, or databases is advised to take the appropriate computer classes.

BLOCK semester can be either semester of the senior year, provided all other professional education courses have been satisfactorily completed. Internship placements are made with the Wake County Public Schools.

Programs for Licensure

Birth through Kindergarten (B–K) Teacher Education Program

The general education requirements of the College include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology
or PSY 310 Child and Adolescent Psychology 3
PSY 312 Psychology of Exceptional Individuals 3
(Prerequisite: PSY 100)
Additional requirement: SOC 335, Race and Ethnic Relations, for students who do not complete all CORE 100, 200, 400 General Education requirements.

Mathematics 3 hours

MAT 245 Statistics I—Teachers seeking BK licensure have a choice of three statistics courses. They may take this course and meet their general education mathematics requirement, or they may take MAT 248 or PSY 200, and meet the general education quantitative elective requirement 3

Health and Physical Learning 2 hours

HED 200 Responding to Emergencies 2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education, General 24 hours

EDU 232, Foundations of Education. 3
CD 234, Preschool Child 3
CD 334, Infant Development. 3
CD 340, Young Children's Learning Environments 3
CD 436, Administration of Programs for Young Children. 3
CD 440, Readings in Preschool and Early Intervention 3
PSY 422, Psychological Testing and Evaluation 3
BK 341, Variations in Early Development 3
BK 350, Emergent Literacy and Technology Integration 3

Professional Education, Methods 20 hours

BK 337, Observations of Young Children. 3
BK 342, Practicum. 1
BK 465, Teaming, Collaboration, and Consultation 3
CD 345, Preschool Curriculum 4

CD 434, Infant Curriculum	3
CD 438, Supporting and Strengthening Families	3
BK 445, Advanced Curriculum	3

Professional Education, Practicum 10 hours

BK 460, Clinical Internship: Infant-Toddler	3
BK 469, Field Experience	1
EDU 490, Observation and Directed Teaching	6

Elementary Teacher Education (Grades K–6) Program

The general education requirements of the College including these specific courses in the following areas:

Literature Elective 3 hours

ENG 206, Survey of American Literature.	3
(Prerequisite: ENG 200)	

Cultural Perspectives Elective 3 hours

HIS 214, American History to 1876, or HIS 314, Colonial American History.	3
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Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Psychology (Prerequisite: EDU 234 or PSY 100)	3
PSY 312, The Psychology of Exceptional Individuals3 (Prerequisite: EDU 234 or PSY 100)	
Additional requirement: SOC 335, Race and Ethnic Relations, for students who do not complete all CORE 100, 200, 400 General Education requirements.	

Laboratory Science 8 hours

BIO 105/145 Modern Biological Concepts and Lab Or BIO 110/151 Principles of Biology and Lab.	4
GEO 200/240 Earth Science and Lab	4

Data Analysis, Abstract Reasoning and Problem Solving 6 hours

MAT 130, Exploring with Mathematics or MAT 245, Statistics I or MAT 248, Statistical Concepts and Methods for Mathematicians.	3
MAT 144, Functions and Graphs, or MAT 141 College Algebra and MAT 143 Trigonometry or any calculus course	3–5

Aesthetics and the Arts 4 hours

ART 244 Fundamental Concepts of Art.	1
DAN 244 Fundamental Concepts of Dance.	1
MUS 244 Fundamental Concepts of Music.	1
THE 244 Fundamental Concepts of Theatre.	1

Major Study Program Requirements for Area Other than Education Variable hours

Professional Education Requirements for Elementary Education (K–6) Students 38 hours

Professional Education, General 6 hours

EDU 232, Foundations of American Education.	3
EDU 234, Educational Psychology	3

Professional Education, Methods 26 hours

EDU 255 Literature for Children and Early Adolescents.	2
ESS 742 Healthful Living in the Elementary School.	3
EDU 300 Introduction to Language Arts.	2
(Prerequisite: EDU 255)	
EDU 241 Introduction to Instructional Media	1
*EDU 359 Science in the Elementary School	2
(Prerequisite: BIO 105/141 or BIO 110/151 and GEO 200 and 240)	
EDU 358 Social Studies in the Elementary School	2
*EDU 401 Mathematics in the Elementary School	3
*EDU 402 Preservice Practicum	1
*EDU 400 Reading in the Elementary School	3
(Prerequisite: EDU 300)	

In the BLOCK semester (last semester of the Teacher Education Program):

*EDU 443 Teaching in the Elementary School	3
*EDU 440 Seminar in Education	1
*EDU 445 ESL in the Elementary School.	1
*EDU 444 The Arts in the Elementary School	2

Professional Education, Practicum 6 hours

*EDU 490, Observation and Directed Teaching	6
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*Must be admitted to the Teacher Education Program to enroll.

Middle Grades Teacher Education (Grades 6–9) Program

The general education requirements of the College including these specific courses in the following areas:

Cultural Perspectives Elective 3 hours	
EDU 345, Language Minorities in K–12 Classrooms	3
Behavioral and Social Sciences 3 hours	
PSY 312, The Psychology of Exceptional Individuals	3
(Prerequisite: EDU 234 or PSY 100)	

Mathematics 3 hours

MAT 141, College Algebra or MAT 144, Functions and Graphs or any Calculus course	3
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Aesthetics and Arts 2 hours

Choose two of four:	
ART 244, MUS 244, DAN 244, THE 244.	2

Health and Physical Learning 2 hours

HED 100, Contemporary Health Issues.	2
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Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education Requirements for Middle Grades Education (6–9) 28–29 hours

Professional Education, General 6 hours

EDU 232, Foundations of American Education.	3
EDU 234, Educational Psychology	3

Professional Education, Methods 10–11 hours

EDU 255, Literature for Children and Early Adolescents	2
EDU 300, Introduction to Language Arts	2
EDU 350, Teaching in the Middle School	3
Methods 764 as appropriate to the required concentration.	2–3
EDU 241, Introduction to Instructional Media.	1

In the BLOCK semester (last semester of the teacher education program):

EDU 440, Seminar in Education.	1
EDU 466, Preadolescent and Adolescent Behavior	3
EDU 450, Reading in the Content Areas	2
EDU 467, Secondary School (Optional).	3

Professional Education, Practicum 6 hours

EDU 490, Observation and Directed Teaching	6
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A concentration chosen from communication skills, mathematics, science, or social studies. Two concentrations are recommended. Requirements for each concentration follow.

Requirements for Licensure in 6–9 with a Communication Skills Concentration

The general education program requirements of the College The specific requirements within the general education program for 6–9 Major study program in an area other than education

Concentration in Communication Skills 27 hours

ENG 111, Principles of Writing	3
ENG 201, Major British Authors	
OR ENG 200, Texts and Contexts	3
ENG 206, Survey of American Literature.	3
ENG 175, Grammar	1
ENG Literature elective	3
ENG 358, Advanced Composition: Expository and Technical	3
ENG 240 Introduction to Film	3
EDU 450, Reading in the Content Areas	2
COM 225, Fundamentals of Public Speaking	3
ENG 764, The Teaching of English	2
ENG 765, Practicum in Teaching of English.	1

Requirements for Licensure in 6–9 with a Mathematics Concentration

The general education program requirements of the College The specific requirements within the general education program for 6–9 Major study program in an area other than education

A Concentration in Mathematics 25–28 hours

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 220 Linear Algebra or MAT 212 Calculus II.	3–4
MAT 248 Statistical Concepts and Methods for Mathematicians	3
MAT 250 Mathematical Reasoning	2
MAT 264 Topics in Mathematics for Middle Grades (6–9) Licensure.	1–2
MAT 334 Modern College Geometry	3
CS modules or CS 101 Beginning Programming	3

MAT 764, Methods of Teaching Middle/Secondary Mathematics	3
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Requirements for Licensure in 6–9 with a Science Concentration

The general education requirements of the College. The specific requirements within the general education program for 6–9. A major study program in an area other than education

A Biology concentration including the following 18 hours:

BIO 110/151 Principles of Biology and Lab.	4
CHE 111/141 General Chemistry I and Lab	4
PHY 100, Principles of Physical Science	3
GEO 200/240 Earth Science or PHY 211/241 General Physics I.	4
SCI 764 The Teaching of Science	3

Requirements for Licensure in 6–9 with a Social Studies Concentration

The general education requirements of the College The specific requirements within the general education program for 6–9 A major study program in an area other than education

A concentration in Social Studies 27 hours

HIS 101 Emergence of Western Civilization or HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876 or HIS 215 American History Since 1876	3
Two courses which study either	
a) two different areas of non-Western history and culture or	
b) one area of non-Western history and culture and HIS 103, The World in the 20th Century to be selected from the following:	
HIS 103, The World in the 20th Century	
HIS 224 Introduction to Asian History	
HIS 281 Introduction to African History	
HIS 282 The Modern Middle East	
HIS 310 Modern China	
IDS 280 China Today	
Any 940–49 courses that may be offered on non-Western topics by the History and Politics Department in non-Western History	
HIS 343 History of North Carolina	3
Economics course selected from	3
ECO 100 Principles of Macroeconomics	
ECO 101 Principles of Microeconomics	
ECO 274 Consumer Economics	
Geosciences course selected from	3
GEO 203 Global Information Systems	
GEO 205 World Regional Geography	
GEO 322 Economic Geography	
Politics course selected from	3
POL 100 American Political Systems	
POL 210 International Politics	
HIS 764, The Teaching of Social Studies.	3

Secondary Grades Teacher Education (Grades 9–12) Program

The general education requirements of the College, including these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals	3
(Prerequisite: EDU 234 or PSY 100)	
SOC 335 Race and Ethnic Relations	3
(Students should take EDU 232 first)	

The major study requirements Variable hours

Professional Education, General 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
METHODS 764	3

The BLOCK Courses

EDU 440 Seminar in Education	1
EDU 490 Observation and Directed Teaching (9–12)	6
EDU 466 Preadolescent and Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Areas	2

Additional Program Requirements for area of licensure

(See specific requirements next page).

Program Requirements for Secondary Teacher Education for Comprehensive Science (9–12) with Biology Major

Bachelor of Arts, Science in Education with 9–12 Comprehensive Science Licensure

All courses leading to a major in biology must include:

BIO 110/151 Principles of Biology and Lab	4
BIO 211/241 Plant Biology w/ lab	4
BIO 222/242 Animal Biology w/lab	4
BIO 251, Cell Biology	3
Or BIO 334/344, Microbiology w/Lab	4
Or BIO 431/461 Genetics w/Lab	4
BIO 254, Evolution of Biological Systems	3
BIO 321/345, Comparative Vertebrate w/Lab	2
BIO 358, Aquatic Field Studies	2
BIO 359, Terrestrial Field Studies	2
BIO 326/348, Principles of Ecology w/Lab	4
Or BIO 225, Environmental Science	4
CHE 111/141, General Chemistry I w/Lab	4
CHE 112/142, General Chemistry II w/Lab	4
CHE 221/241 Organic Chemistry I w/Lab	4
CHE 436/446 Biochemistry w/Lab	4
GEO 200/240, Earth Science w/Lab	4
*Physics 211/241, General Physics I w/Lab	4
Physics 202, Astronomy	3
MAT141/MAT 144 or competency	
*MAT 211, Calculus (if calculus-based physics)	4
MAT 245 Statistics I or MAT 248 Statistical Concepts and Methods for Mathematicians	3
SCI 764, The Teaching of Science	3

In addition, all requirements must be met as stated by the Education Department for the secondary teacher education program.

Program Requirements for Secondary Teacher Education for Comprehensive Science (9–12) with Chemistry Major

Bachelor of Arts, Science in Chemistry with 9–12 Comprehensive Science Licensure

All courses leading to a major in chemistry must include:

CHE 111/141, General Chemistry I/Lab	4
CHE 112/142, General Chemistry II/Lab	4
CHE 221/241, Organic Chemistry I/Lab	4
CHE 222/242, Organic Chemistry II/Lab	4
CHE 350, Quantitative Analytical Chemistry	4
CHE 490, Chemistry Seminar	1
Chemistry Electives	6
BIO 110/151, Principles of Biology and Lab	4
BIO 254, Evolution of Biological Systems	3
BIO 326/348, Principles of Ecology/Lab	3
Or BIO 225, Environmental Science	4
PHY 211/241, General Physics I/Lab	4
PHY 212/242, General Physics II	4
PHY 202, Astronomy	3
GEO 200/240, Earth Science/Lab	4
MAT 211, Calculus I	4
MAT 245 Statistic I or MAT 248 Statistical Concepts and Methods for Mathematicians	3
Statistics	3
SCI 764, The Teaching of Science	3

In addition, all requirements must be met as stated by the Education Department for the secondary teacher education program.

Program Requirements for Secondary Teacher Education (9–12) in English

Grades 9–12 Program Requirements

ENG 111 Principles of Writing	3
ENG 175 Grammar	1
ENG 200 Text and Contexts	3
ENG 211 or 212 Survey of British Literature I or II	3
ENG 206 Survey of American Literature	3
ENG 240 Introduction to Film	3
ENG 270 Introduction to Literary Research	3
ENG 330 African-American Writers	3
ENG 351 Old English or ENG 353 History of the English Language	3
ENG 358 Advanced Composition	3
ENG 499 or 498 Thesis	1
ENG 764 The Teaching of English	2
ENG 765 Practicum in Teaching of English	1
One course in world literature which is not American or British	3
One seminar (ENG 357, 359, 360 or 495)	3
One course in Shakespeare (ENG 355 or 356)	3
One course in 18th or 19th century (ENG 340, 365, 367, or 368)	3
One course in 20th century (ENG 335, 345, 350, 364, 370 or 371)	3

Prospective teachers are strongly urged to take one course in communication or theatre.

Program Requirements for Secondary Teacher Education (9-12) in Mathematics

Grades 9-12 Program Requirements

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 248 Statistical Concepts and Methods for Mathematicians.	3
MAT 250 An Introduction to Mathematical Reasoning	2
MAT 314 Calculus III	4
MAT 321 Modern Abstract Algebra.	3
MAT 334 Modern College Geometry	3
MAT 340 Probability and Mathematical Statistics	3
MAT 764, The Teaching of Mathematics.	3
Choose from the following:	3
CS modules (3)	
CS 101, Beginning Programming (3)	

Program Requirements for Secondary Teacher Education (9-12) in Social Studies

Grades 9-12 Program Requirements

HIS 101 Emergence of Western Civilization.	3
HIS 102 Modern Western Civilization.	3
HIS 214 American History to 1876	3
HIS 215 American History Since 1876	3
ECO 101 Principles of Microeconomics	3
POL 100 American Political System	3
HIS 764 The Teaching of Social Studies	3
Non-Western History chosen from the following:	6
HIS 200 Introduction to Latin America (3)	
HIS 224 Introduction to Asian History (3)	
HIS 281 Introduction to African History (3)	
HIS 282 The Modern Middle East (3)	
HIS 310 Modern China (3)	
HIS 325 Asian Civilizations (3)	
or from special studies courses that may be offered in the history of Africa and the Middle East and other non-Western areas	
Twentieth century history selected from the following:	3
HIS 308, Twentieth Century Europe (3)	
POL 309, The Politics of the Vietnam War (3)	
HIS 319, Contemporary American History Since 1945 (3)	
HIS 330, U.S. and World History (3)	
Geography course selected from the following:	3
GEO 203 Global Information Systems	
GEO 205 World Regional Geography (3)	
GEO 326 Environmental Resources (3)	
Courses selected from the following or from the GEO courses above:	12
ECO 100 Principles of Macroeconomics (3)	
POL 300 Law and Society (3)	
POL 301 The Constitution and the Rights of Americans (3)	
POL 340 State and Local Political Systems (3)	
SOC 230 Principles of Sociology (3)	
SOC 335 Race and Ethnic Relations (3)	
or approved electives from anthropology, economics, human geography, politics, or sociology.	

Workforce Development Teacher Education Program: Teaching family and consumer sciences

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals	3
(Prerequisite: EDU 234 or PSY 100)	
SOC 335 Race and Ethnic Relations	3

The major study requirements 28 hours

Professional education and related courses as follows:

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology.	3
EDU 350 Teaching in The Middle School	3
EDU 440 Seminar in Education	1
EDU 490 Observation and Directed Teaching (9-12)	6
EDU 241 Introduction to Instructional Media	1
EDU 466 Preadolescent and Adolescent Behavior.	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Areas	2
FCS 764 Methods of Teaching FCS	3

Minimum semester hours in Family and Consumer Sciences courses: 49–53 semester hours chosen from the following:

Child Development 9 hours

CD 234 Preschool Child	3
CD 335 Marriage and Family Relationships	3
CD 436 Administration of Programs for Young Children	3

Clothing and Fashion Merchandising 6 hours

FMD 115 Principles of Clothing Construction	3
FMD 418 Textiles.	3

Foods and Nutrition 10 hours

FN 124 Principles of Food.	3
FN 227 Nutrition.	3
FN 310 Food Service Management 1.	3
FN 312 Food Service Management for FCS Majors.	1

Interior Design and Housing 6 hours

ID 245 Housing.	3
ID 144 or ART 144 Interior Design I	3

Consumer Resource Management 6 hours

FCS 355 Family Resource Management	3
FCS/ECO 274 Consumer Economics.	3

Additional required courses 12–16 hours

FCS 765 Family and Consumer Sciences Education	3
HED 100 Contemporary Health Issues	2
FCS 290 Foundations in FCS	1
FCS 325 Supervised work experiences in FCS	

or 2000 hours of work in FCS field	4
SOC 340, SWK 308 or PSY 210 Developmental	3
Electives chosen from the following:	3
CD 438 Supporting and Strengthening Families (3)	
FMD 226 Tailoring (3)	
FMD 427 Apparel Design (3)	
ID 246 Interior Design Materials (3)	

Special Subject Area Teacher Education (Grades K–12) Programs

Program Requirements for K–12 in Art Education

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
Additional requirement: SOC 335, Race and Ethnic Relations, for students who do not complete all CORE 100, 200, 400 General Education requirements.	

The Art Core Curriculum 32 hours

ART 101 Drawing I	3
ART 105 2-D Design	3
ART 200 Computer Literacy for Design	3
ART 201 Drawing II	3
ART 206 Color Theory	3
ART 207 Three-Dimensional Design	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 324 Topics in Modern Art History	3
ART 396 Junior Seminar	2
ART 495 Portfolio Photography	1
ART 496 Professional Practices	2

Other Required Courses 55 hours

Art Courses 27 hours

ART 160 Ceramics	3
ART 210 Painting	3
ART 270 Fibers	3
or ART 275 Metals	3
ART 350 Printmaking	3
ART 365 Sculpture	3
Art History elective	3
ART 734 Foundations in Art Education	3
ART 735 Teaching and Methods: Art Pre K-5	3
ART 736 Teaching and Methods: Art in the Secondary School	3
EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
EDU 440 Seminar	1
EDU 450 Reading in the Content Areas	2
EDU 466 Preadolescent & Adolescent Behavior or 467 The Secondary School	3
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Dance

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

The Dance Core Curriculum 44 hours

DAN 150 Perspectives in Dance	1
DAN 159 Improvisation I	2
DAN 250 Movement Studio for Fundamentals	3
DAN 257 Music for Dance	2
DAN 200 Dance In Society	3
DAN 256 Composition I	3
DAN 290 Production for Dance	3
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	1
DAN 356 Dance Composition II	3
DAN 357 Creative Arts Touring Company	2
DAN 358 Movement Studio for Somatics	2
DAN 359 Dance History (WI)	3
BIO 322/342 Human Anatomy and Physiology	4
HED 282 Prevention and Care of Movement Injuries	2
Dance Technique—total of 8 credits to include DAN 253, 353, or 453 or DAN 456, Modern II, III, and/or IV (3) DAN 252, 351, and/or 451 Ballet II, III, and/or IV (3) DAN 254, 354, and/or 454 Jazz II, III, and/or IV (1) DAN 156 World Dance (1) DAN 499 Dance Research (IL)	3

Professional Education Courses 25 hours

EDU 232 Foundations of American Education	3
EDU 234 Education Psychology	3
DAN 761 Theory/Methods of Teaching Dance, K-6	3
DAN 762 Theory/Methods of Teaching Dance, 7-12	3
DAN 763 Reflective Teaching	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 450 Reading in the Content Area	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Teaching English as a Second Language

The general education requirements of the College which must include these specific courses in the following areas:

HIS 103 The World in the 20th Century	3
REL 102 World Religions	3

Cultural Perspectives 3 hours

COM 390 Intercultural Communication	3
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Literature elective 3 hours

ENG 335 20th Century World Literature	3
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Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Required Courses 4 hours

ENG 175 English Grammar	1
ENG 505 Study of Linguistics	3

Professional Studies 37 hours

EDU 232 Foundations of Education	3
EDU 234 Educational Psychology	3
EDU 255 Literature for Children and Early Adolescents	3
EDU 241 Intro to Instructional Media	1
EDU 300 Introduction to Language Arts	2
EDU 345 Language Minorities in Public Schools	3
EDU 400 Communication Skills	3
EDU 402 Preservice Practicum	1
EDU 745 Intro to Methods of Teaching ESL	3
EDU 467 The Secondary School	3
EDU 440 Seminar in Education	1
EDU 466 Pre-Adolescent and Adolescent Behavior	3
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K–12 Licensure in Music**General Education Requirements 39–48 hours**

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0–3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0–6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses	
or one health education course and two physical	
education activity courses	4
Threads:	
2 writing, 1 ethics, 1 oral communication, 1 information retrieval	
Experiential Learning:	
one approved EL experience and 12 cultural events	

Competency requirement:
fundamental computer skills

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3
EDU 490 Student Teaching (Block)	6
EDU 241 Intro to Instructional Media	1

EDU 450 Reading (Block)	2
EDU 440 Seminar (Highly Recommended)	1

Courses chosen from one of the following emphases: 64 hoursMusic courses for Choral/General Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principal Applied Study(ies)	14
Secondary applied study(ies)	3
Students whose principal applied study is not voice should	
take 3 hours of voice as secondary applied or elective.	
MUA 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 Instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principles Applied Study	14
Secondary applied study(ies) (must include 1 hour of voice)	2
MUA 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

Program Requirements for K–12 Licensure in Physical Education

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 210 Developmental Psychology	
or PSY 310 Child and Adolescent Development	3
SOC 335 Race and Ethnic Relations	3

The Physical Education Core Curriculum 35 hours

HED 100 Contemporary Health Issues	2
BIO 322/342 Human Anatomy and Physiology and Lab	4
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 310 Exercise Leadership	3
ESS 320 Assessment in Physical Education, Sport and Fitness	3
ESS 475 Motor Learning and Skill Performance	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Theory and Practice of Skill Acquisition 6 hours

Physical Education/dance activity electives beyond general education requirements. Choose at least one activity hour from each category listed below (*must be taken for a grade*).

- Aquatics
- Fitness
- Leisure and Recreation
- Team sports
- Individual/dual sports
- Dance

Prior to graduation, the student must show valid proof of First Aid/CPR certification.

Teaching Physical Education 12 hours

ESS 743 Teaching P.E. in the Elementary School for the Physical Educator	3
ESS 744 Methods of Teaching Team, Individual and Recreational Sports	2
ESS 745 Teaching Healthful Living in the Middle and Secondary School	4
ESS 746 Teaching P.E. for Individuals w/Special Needs (K-12)	3

Professional Education Courses 16 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K–12 Licensure in Theatre

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K-12) 48–50 hours

COM 330 Video Production	3
DAN 159 Movement Improvisation	2
THE 114 Introduction to Theatre	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum	1
THE 141 Publicity Practicum	1
THE 150 Voice & Articulation	3
THE 214 Creative Dramatics	3
THE 224 Basic Acting	3
THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup	3
THE 316–317, History of Theatre I & II	6
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 370 Playwriting	3
THE 425 Directing	3
THE 496 Seminar in Musical Theatre	3
THE 490 Project: area of specialization	1–3

Professional Education Courses 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Area	2
EDU 241 Introduction to Instructional Media	1
EDU 255 Literature for Children and Early Adolescents	2
THE 735 Methods of Teaching Theatre K–12	3
EDU 440 Seminar In Education	1
EDU 490 Observation and Directed Teaching	6

Program Requirements for K–12 Licensure in French or Spanish

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Professional Education Courses 26 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
One must be admitted to the School of Education Licensure Program to take these courses:	
FL 764 The Teaching of a Foreign Language in the Elementary, Middle, and Secondary Schools	4
EDU 440 Seminar in Education	1
EDU 466 Preadolescent, Adolescent Behavior	3
EDU 467 The Secondary School	2
EDU 450 Reading in Content Areas	2
EDU 490 Observation and Directed Teaching	6

French or Spanish licensure requirements as listed below 32 hours

French Major Requirements

FRE 205 Intermediate French I	3
FRE 206 Intermediate French II	3
FRE 304 French Civilization	3
FRE 305 Phonetics and Phonology	3
FRE 306 Advanced Grammar, Composition and Linguistics	3
FRE 307 Advanced Conversation	3
FRE 364 Discoveries in French Literature I	3
FRE 365 Discoveries in French Literature II	3
FRE 350 Seminar (2 semesters)	2
HIS 102 Modern Western Civilization	3
Electives chosen from the following:	6
FRE 301 Business French (3)	
FRE 308 Francophone Literature (3)	
FRE 309 French Women Writers (3)	
FRE 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)	

Spanish Major Requirements

SPA 205 Intermediate Spanish I	3
SPA 206 Intermediate Spanish II	3
SPA 303 Civilization of Spain	3
or SPA 304 Spanish American Civilization	3
SPA 305 Phonetics and Phonology	3
SPA 306 Advanced Grammar, Composition and Linguistics	3
SPA 307 Advanced Conversation	3
SPA 350 Seminar (2 semesters)	2
HIS 102 Modern Western Civilization OR HIS 200 Latin-American History	3
Electives chosen from the following	12
SPA 308 Readings in Hispanic Literature (3)	
SPA 351 The Development of Poetry (3)	
SPA 352 The Development of Theater (3)	
SPA 353 The Development of Short Fiction (3)	
SPA 354 The Dev. of Long Narrative in Spanish Literature (3)	
SPA 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)	
SPA 331 Spanish and Latin American Film (3)	

900 numbered courses in French and Spanish can be substituted for 300 level courses. Substitutions for required literature courses are also possible. See department head for information and approval.

Title II Federal Report 2006-2007

I. PRAXIS Data — Student Interns

- The overall pass rate for students at Meredith College is 100%.
- 34 Meredith College student interns attempted the Elementary Education (K-6) Exams with a 100% pass rate.

II. Program Information

Number of students enrolled in teacher education during the 2005–2006 school year — 178

- Number of students in supervised student teaching for the same period — 66

- Supervising Faculty—full time in professional education — 3
- part time, employed full time by Meredith College — 12
- part time, not otherwise employed by Meredith College— 7
- Total number of Supervising Faculty — 22
- Student to Faculty Ratio — 3:2
- Student teachers average 30 hours per week in schools during the ten-week student teaching period for a total of 300
- The Teacher Preparation Program at Meredith College is fully accredited by both NCATE and the North Carolina Department of Public Instruction.
- The Teacher Preparation Program at Meredith College is not designated as low-performing.

—For Education courses, see pages 139–140.

English

Professor Colby, Head; Professors English, Gilbert, Grathwohl, Jackson, Walton, and Webb; Associate Professors Duncan, Fine, and Johnson; Assistant Professors Britt and Roberts; Instructors Christopher and Wofford; Adjuncts Beaty, Blythe, Botvinick, Cockshutt, Hogan and Rosser.

The courses offered by the Department of English are designed to foster in every student

- the ability to read critically and to think logically and independently;
- skills in speaking and writing;
- an understanding of and appreciation for the English language;
- an understanding of the power and responsible uses of rhetoric;
- an appreciation for and enjoyment of various genres of literature and film;
- an awareness of the cultures from which this literature has come; and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum for English majors is designed to give them

- an historical sense of the development of literature in the English language from its beginnings to the present; and
- a knowledge of the themes and approaches of major writers in English.

CAREER DIRECTIONS

A major in English may prepare a student for a variety of careers: administrative positions in businesses, libraries, museums; journalism, professional and technical writing, public relations, and editing; teaching and school administration; personnel work and counseling; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields and is recommended as pre-professional training for law and business.

RESOURCES

Alumnae gifts honoring professors Norma Rose and Mary Lynch Johnson have funded endowed professorships in their names. These professorships allow English faculty to invite eminent poets, writers, and scholars to campus for lectures and discussions with students, and they enrich teaching and scholarship in English by supporting research, travel, and the purchase of books and films.

Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 41. Students may elect courses through the Cooperating Raleigh Colleges.

Students who wish more advanced study and research in literature should consult with the department head; see page 41 for special studies options. Students may elect courses through the Cooperating Raleigh Colleges.

ENG 111 with a “C” or better is a prerequisite for all other courses in English; ENG 200 is a prerequisite for most other literature courses in the department.

Major in English 41-44 hours

ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
ENG 211 Survey of British Literature I	3
ENG 212 Survey of British Literature II	3
ENG 215 Survey of American Literature I	3
ENG 216 Survey of American Literature II	3
ENG 270 Literary Research/Critical Theory	3
ENG 498 Honors Research Project or	
ENG 499 Research Project	1–3

One chosen from the following. 3

- ENG 351 Old English (3)
- ENG 352 Chaucer (3)
- ENG 353 History of the English Language (3)

One chosen from the following. 3

- ENG 355 Shakespeare (3)
- ENG 356 Shakespeare (3)

One chosen from the following. 3

- ENG 220 Creative Nonfiction (3)
- ENG 235 Writing of Poetry (3)
- ENG 236 Writing of Fiction (3)
- ENG 245 Introduction to Journalism (3)
- ENG 247 Introduction to Professional Editing (3)
- ENG 250 Document Design (3)
- ENG 280 Special Topics in Professional Writing (3)
- ENG 358 Professional Writing (3)

One chosen from the following. 3

- ENG 203 World Literature in the 20th Century (3)
- ENG 335 20th C. World Lit in Translation (3)
- ENG 495 Seminar in European Literature (3)
- CORE 400 Narratives of Cultural Identity (3)

Two chosen from the following

(one of which must be American) 6

- ENG 240 Introduction to Film (3)
- ENG 242 Romantic Comedy (3)
- ENG 300 Special Topics in English (3)

- ENG 330 African American Writers (3)
- ENG 340 Dev. of the British Novel (3)
- ENG 345 Irish Renaissance (3)
- ENG 350 Modern Drama (3)
- ENG 359 Seminar in Amer. Women Writers (3)
- ENG 360 Seminar in Southern Writers (3)
- ENG 364 20th C. Poetry in English (3)
- ENG 365 English Poetry Romantic Period (3)
- ENG 367 English Lit. Victorian Period (3)
- ENG 368 English Lit. of 18th Century (3)
- ENG 370 20th C. Prose Through 1945 (3)
- ENG 371 20th C. Prose After 1945 (3)

One experiential component. 1

May be satisfied by student teaching, ENG 230, or internship

Note: English majors must take one seminar.

MINORS IN ENGLISH AND PROFESSIONAL WRITING

English 21 hours

- English electives beyond ENG 111 and 112 9
- English electives at the 300 or 400 level 9
- (Prerequisite ENG 111)

Professional Writing and Presentation Media 21 hours

Core requirements (12)

- ENG111 Principles of Composition (3)
- ENG 358 Professional Writing (3)
- COM 225 Public Speaking (3)
- One** course in visual principles and practice. Choose from
- ART 240 Introduction to Graphic Communication (3)
- ENG 250 Document Design (3)
- CIS 156 Web Site Design and Management (3)

Writing electives (3 credits) Choose from among the following:

- ENG 220 Creative Nonfiction (3)
- ENG 235 Writing Poetry (3)
- ENG 236 Writing Fiction (3)
- ENG 245 Introduction to Journalism (3)
- ENG 247 Introduction to Professional Editing (3)
- ENG 280 Special Topics in Professional Writing (3)
- COM 360 Writing for the Media (3)

General electives (6 credits) Choose from Writing Electives above and/or the following:

- ART 105 Two-dimensional Design (3)
- ART 130 Photography I (3)
- ART 230 Photography II (3)
- ART 245 Typography I (3)
- (Prerequisites ART 101, ART 105, ART 200 and Art 240)
- BUS 360 Principles of Marketing (3)
- BUS 466 Sales Management (3)
- (Prerequisites BUS 300, BUS 360)
- BUS 467 Advertising and Sales Promotion (3)
- (Prerequisites BUS 300, BUS 360)
- BUS 468 Marketing Management and Planning (3)
- (Prerequisites BUS 300, BUS 360)
- CS 120 Spreadsheets (1)
- CS 140 Databases (1)
- COM 330 Video Production (3)

COM 350 Business and Professional Communication (3)
(Prerequisite: COM 225)
 COM 400 Special Topics (with prior approval) (3)
 ENG 930 Internship

Technology proficiency: Students must submit a portfolio that demonstrates competency in two technology areas. These areas may include databases, spreadsheets, web design, page layout or graphic design (Using QuarkXPress or InDesign), or visual editing/design (using Photoshop). Internships of one to four credit hours are encouraged.

Teacher licensure is available in B–K, K–6, 6–9 communication skills concentration and 9–12 English. See licensure requirements in the School of Education listing.

— *For English courses, see pages 140–143.*

Ethics and the Public Interest

Associate Professors Nelson and True-Weber, Coordinators

Students will find the Minor in Ethics and the Public Interest a relevant and valuable complement to most of the major programs of study offered at Meredith, preparing them to become actively engaged and thoughtful leaders in their future public lives. Building upon foundational courses in ethical theory and policy studies, students can choose electives that meet their particular academic interests. While the focus of the minor is determined by the student in consultation with one of the program coordinators, all students enrolled in the minor will gain the following knowledge and skills:

- Students will understand the historical development of ethical thought in the western philosophical and religious traditions, and develop the ability to actively participate in the on-going conversations on such perennial questions as: What are the demands of justice? What constitutes the common good and how is it best served? What is the relationship between the public interest and the rights of individuals? What motivates ethical practices and behaviors?
- Students will understand the components of policy process in the United States, develop the ability to analyze contemporary policies from a variety of ethical perspectives, and develop the skills and knowledge to formulate their own policy questions and policy proposals.
- Students will be able to make direct connections between ethical theory and its application and relevance to specific areas of study.
- Students will learn how specific types of theory are used to address issues in different fields of study, e.g. discipline-specific codes of ethics, theories of social justice, economic utilitarianism.
- Students will develop an understanding of the relationship between policy requirements and abstract ethical theorizing to arrive at realizable policy positions that serve the public interest.
- Students will develop an appreciation for the multiplicity of ethical perspectives and the complexity of ethical issues in specific areas of study.
- Students will grasp that ethics is not an isolable aspect of our lives and learn to recognize how it informs and shapes their professional and personal lives.

Eighteen (18) hours of coursework are required for the minor. There are two required courses: REL/PHI—Ethics of Love and Justice (3 cr) and POL 203—Contemporary American Policy and Politics (3 cr). Students may then choose 12 credits from the list of electives to tailor their minor to match their major studies or particular interests. At least one elective must be taken at the 300-400 level. Students may enroll in EPI 499—Junior/Senior Research (See Course Description, p X) or meet this requirement with an approved elective at the 300-400 level. Newly declared minors will meet with one of the program coordinators to develop a focused course of study in the choice of electives to complete the minor. The minor will accept up to 9 credits that are counted towards the fulfillment of a particular major at Meredith.

MINOR IN ETHICS AND PUBLIC INTEREST 18 HOURS

Core 6 hours

REL/PHI 220 Ethics of Love & Justice 3
 POL 203 Contemporary American Policy & Politics 3

Electives chosen from the following 12

BK 337 Observation of Young Children (3)
(Prerequisites: PSY 210 or PSY 310, CD 234, and CD 334)
 BUS 340 Business Law & Ethics (3)
 BUS 348 Organizational Behavior (3)
(Prerequisite: BUS 240)
 CD 436 Programs for Young Children (3)
(Prerequisite: CD 234, CD 334, CD 340)
 CHE/PHY 203 Science & Human Values (3)
(Prerequisite: CHE 111/142 or lab science)
 CS 370 Ethics & Information Technology (1)
 COM 320 Media Law (3)
 COM 380 Communication Ethics (3)
 CORE 401 Technology & Social Change (3)
(Prerequisite: 75 credits completed upon enrollment)
 CORE 402 Narratives of Cultural Identity (3)
(Prerequisite: 75 credits completed upon enrollment)
 CORE 404 Global Questions: Needs of the Family (3)
(Prerequisite: 75 credits completed upon enrollment)
 CORE 408 Violence, War & Peace (3)
(Prerequisite: 75 credits completed upon enrollment)
 ECO 100 Principles of Macroeconomics (3)
 ENG 200 Text & Contexts (Duncan Only) (3)
(Prerequisite: ENG 111)
 EPI 499 Junior/Senior Research (3)
(Prerequisites: REL/PHI 220, POL 203 and two electives)
 ESS 300 Issues & Management: Sport & Physical Education (3)
 FCS 424 Perspectives in FCS (3)
 FCS 765 Family & Consumer Sciences Education (3)
 FN 250 Perspectives in Nutrition (2)
(Prerequisite: FN 227)
 FN 260 Nutrition in Diverse Populations (3)
(Prerequisite: FN 227)
 HIS 305 Holocaust Experiences (3)
 IDS 350 Capitalism & Ethical Values (Honors) (3)
 PHI 201 Introduction to Philosophy (3)
 PHI/REL 344 Biomedical Ethics (3)
(Prerequisite: One 100-level Religion course)
 PHI/REL 345 Environmental Ethics (3)
(Prerequisite: One 100-level Religion course)

POL 205 Political Ideas Seminar (3)
(Prerequisite: ENG 111)
 POL 331 Environmental Politics & Policy (3)
 POL 340 State & Local Political Systems (3)
 POL 341 Colloquium in NC Politics (3)
(Prerequisite: POL 340)
 PSY 424 Theory & Practice in Counseling (3)
(Prerequisite: PSY 100)
 REL 104 Religious Ethics & Social Issues (3)
 REL 284 Sin, Satan & Evil (3)
(Prerequisite: One 100-level Religion course)
 SOC 231 Social Problems (3)
 SOC 431 Social Stratification (3)
(Prerequisite: At least 6 credit hours in Sociology)
 SWK 241 Introduction to Social Work & Social Welfare (3)

Foreign Languages and Literatures

Professor Thomas, Head; Professors Pitts and Reiss; Associate Professors Concha-Chiaraviglio and Machelidon; Assistant Professors Billat, Hunt and Maldonado-DeOliveira; Instructor Debellis; Adjuncts Bonaduice-Dresler, Darrah, Gaffer, Isleem, Kube, Johnson, MacLachlan, Mastro, Moss, Sylvester, Tague and Wheeler. Director of Competency: Creech

The Department of Foreign Languages and Literatures offers majors and minors in French and Spanish, minors in German and Italian, and courses in Latin, Arabic, and Chinese. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program.

Our students will:

- Acquire appropriate competence in the skills of listening, speaking, reading and writing and knowledge of the cultures represented by that language.
- Gain an understanding of the targeted foreign cultures and civilizations, and a greater appreciation of those cultures and of their own to help them be more tolerant world citizens.
- Explore the target language through the use of a large variety of technical and community resources

Advanced Placement and Competency

Foreign Language competency at the intermediate-mid level is a graduation requirement at Meredith. Please see the [General Education Foreign Language Requirement](#) (p. 59) for a complete list of methods for demonstrating competency. To satisfy this requirement, you are encouraged to build on your knowledge of the foreign language you studied in high school by taking the appropriate foreign language courses early in your college career. The department will place you at the appropriate level of a foreign language on the basis of high school units.

If you have had three or more years of Spanish, French, German, Italian or Latin, or if you have learned the language fairly well through other life experience, your skill level should be assessed during early registration or orientation through a placement test. Depending on the results of the placement test, the department

will either place you in the level most appropriate for you or determine that you qualify to take the competency test.

If the competency test is recommended and you complete it successfully, you will not be required to take additional foreign language courses. However, the department encourages you to pursue your study of a foreign language beyond the requirement. When you complete two 3-hour language courses at the 300 level with a grade of C or better, the Registrar will award you six hours of credit for courses “skipped” on the intermediate level (205-206). You will then have earned a total of 12 credit hours in the language you studied and may decide to pursue a major or minor.

The foreign language requirement may be waived for students whose native language is not English after appropriate documentation is provided. Please see department head or registrar for more information.

Students who wish further study in languages other than French and Spanish should consult with the department head and arrange for it through special studies options, such as those listed on page 41. Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department or in the language lab for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

Majors in Foreign Languages

French 35 hours

FRE 205 Intermediate French I or placement	0-3
FRE 206 Intermediate French II or placement	0-3
FRE 304 French Civilization	3
FRE 305 French Phonetics and Phonology	3
FRE 306 Adv. Grammar, Comp, Linguistics	3
FRE 307 Advanced Conversation	3
FRE 350 French Seminar	2
FRE 364 Discoveries in French Literature I	3
FRE 365 Discoveries in French Literature II	3
HIS 102 Modern Western Civilization	3

Electives chosen from French courses

above the 100 level	6-12
FRE 301 Business French (3)	
FRE 308 Francophone Literature (3)	
FRE 309 French Women Writers (3)	
FRE 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as electives)	

Spanish 35 hours

SPA 205 Intermediate Spanish I or placement	0–3
SPA 206 Intermediate Spanish II or placement.	0–3
SPA 303 Civilization of Spain or	
SPA 304 Spanish American Civilization	3
SPA 305 Spanish Phonetics & Phonology	3
SPA 306 Adv. Grammar, Comp., Linguistics	3
SPA 307 Advanced Conversation.	3
SPA 350 Spanish Seminar	2
HIS 102 Modern Western Civilization OR	
HIS 200 Introduction to Latin-American History	3
Four courses chosen from the following.	12
SPA 308 Readings in Hispanic Literature (3)	
SPA 331 Spanish and Latin American Film (3)	
SPA 351 The Development of Poetry (3)	
SPA 352 The Development of Theatre (3)	
SPA 353 Development of Short Fiction (3)	
SPA 354 Development of Narrative (3)	
Elective chosen from Spanish courses above the 100 level . . .	0–6

Substitution for Spanish literature courses can be made with the approval of the department head.

MINORS IN FOREIGN LANGUAGES**French 18 hours**

FRE 205 Intermediate French I	3
FRE 206 Intermediate French II	3
FRE 304 French Civilization	3
FRE 305 French Phonetics & Phonology	3
FRE 306 Adv. Grammar, Comp., Linguistics	3
Elective chosen from French 207 or French 300 level courses . .	3

German 18 hours

GER 205 Intermediate German I	3
GER 206 Intermediate German II.	3
GER 306 Advanced German Grammar	3
GER 307 Advanced Conversation	3
GER 366 Advanced German Reading.	3
Elective chosen from German 300 level courses.	3

Italian Studies 18 hours

ITA 205 Intermediate Italian I	3
ITA 206 Intermediate Italian II.	3
Electives chosen from the following	9
ART 221 Western Art: Ancient-Early Renaissance (3)	
ART 222 Western Art: Renaissance-Modern (3)	
ART 323 Topics in Art History (3)	
HIS 304 Greek and Roman History (3)	
LAT 205 Intermediate Latin I (3)	
LAT 206 Intermediate Latin II (3)	
Study in Italy	
Electives approved by advisor	3

Some courses must be taken either at North Carolina State University or through study abroad.

Spanish 18 hours

SPA 205 Intermediate Spanish I	3
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SPA 206 Intermediate Spanish II.	3
SPA 206 Intermediate Conversation in Spanish	3
SPA 303 Civilization of Spain	
or SPA 304 Spanish American Civilization	3
SPA 305 Spanish Phonetics & Phonology	3
SPA 306 Adv. Grammar, Comp., Linguistics.	3
SPA 307 Advanced Conversation	
or a 300 level Spanish elective	3

Teacher licensure is available in K–12 in French and Spanish. See licensure requirements in the School of Education listing.

—For Arabic courses, see page 116.

—For Foreign Language courses, see page 149.

—For French courses, see pages 149–150.

—For German courses, see page 151.

—For Italian courses, see page 156.

—For Latin courses, see page 156.

—For Spanish courses, see pages 180–182.

Health, Exercise and Sports Science

Professor Campbell, Head; Professor Chamblee; Associate Professor Eschbach; Assistant Professors Bush, Drury-Rohner, Malley, Myers and Wray and Zinn; Adjuncts Collins, Hamilton, Huffman, Katschkowsky, Lee, Olsen, Pashby, Raley, Richardson, Ross, Schrader and Woodall

Mission

The programs of the Department of Health, Exercise and Sports Science foster the broad vision and goals of Meredith College by contributing to the lifelong development of women so they may live energetic and full lives. The curricular and co-curricular offerings of the department are designed to stimulate holistic learning that promotes the integration of physical and intellectual skills and abilities. We contribute to the institution's goal of educating women to excel by providing an environment that encourages women to develop disciplinary and interdisciplinary knowledge, critical cognitive abilities, movement awareness, physical skill development, and wellness behaviors. Recognizing the connection between health and well-being and our ability to meet life's challenges, we strive to offer programs that prepare women to lead physically active, health-enhancing lives. The department is committed to providing quality educational programs and experiences that prepare our students to pursue professional careers, post-graduate study, leadership roles, and lifelong learning. Meredith's Exercise and Sports Science degree program combines theory and practice to prepare students for success in professions that improve quality of life, making people's lives healthier, more manageable and more fulfilling. The program blends a liberal arts education with specialized study of the discipline, field specific technology, clinical assessment skills, research tools and practical field experiences. In all of this, our faculty guide and support the development of students in becoming knowledgeable, responsible, and caring women sensitive to the important challenges that face our college, local, national, and global communities.

Health and Physical Education General Education Goals

The Health and Physical Education general education program is committed to providing students with broad and varied learning opportunities that encourage students to lead physically active, health-enhancing lives.

Health and Physical Education Learning Outcomes

Following completion of this program, the student will

- demonstrate movement competency and proficiency;
- demonstrate sufficient skill and technique to pursue lifetime participation in fitness and sport activities;
- demonstrate knowledge of safe and effective movement techniques;
- exhibit interest and desire to maintain a healthy lifestyle;
- value physical activity as an opportunity for enjoyment, challenge, self-expression, and social interaction;
- apply understanding of concepts and principles to enhance acquisition and performance in movement settings;
- demonstrate participation behaviors that promote personal and group success in activity settings.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Exercise and Sports Science major for a grade. Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count toward graduation.

Exercise and Sports Science Major Program Goals

The programs of study leading to majors in Exercise and Sports Science are designed to

- promote a learning environment which is both supportive and challenging;
- promote opportunities for students to gain disciplinary and interdisciplinary knowledge;
- provide opportunities for students to gain experiential knowledge and make connections with what they have learned through practicum experiences;
- provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning, working and communicating;
- provide experiences that prepare our students to pursue professional careers;
- provide experiences that prepare our students to pursue graduate and professional programs; and
- promote lifelong learning.

Exercise and Sports Science Major Learning Outcomes

For the Health and Wellness Concentration - Upon completion of the program, students will have the knowledge, skills, and dispositions to:

- demonstrate mastery of content knowledge, current disciplinary concepts, and tools of inquiry related to the influence of physical activity and exercise on health and performance;
- develop and communicate exercise prescriptive programs that appropriately address clients' needs, goals, and safety in both individual and group settings;
- demonstrate competence in varied exercise, motor, and sports skills;
- display effective exercise leadership skills for both groups and individuals participating in wellness programs;
- demonstrate proficiency in basic skills pertaining to clinical assessments, laboratory methods, sound experimental and analytical practices in exercise and sport sciences;
- utilize appropriate technology in exercise and sports science, health and wellness;
- exhibit professional dispositions as future leaders in the fields of exercise and sports science, and health and wellness;
- continue their education, if desired, in graduate programs in exercise and sports science or related fields.

For the Physical Education Concentration - Upon completion of the program, students will have the knowledge, skills, and dispositions to:

- exhibit competency in teaching as indicated by national and state beginning physical education teacher professional standards;
- demonstrate mastery of content and curricular knowledge, current disciplinary concepts, and tools of inquiry related to the development of a physically educated person;
- design and implement learning experiences that reflect best practice in physical education at elementary, middle and secondary levels in diverse and safe settings
- demonstrate effective use of technology in exercise and sports science and physical education;
- displays a broad range of communication skills;
- demonstrate competence in varied exercise, motor, and sports skills;
- display continued learning, reflective practice, and professional development in the realm of physical education;
- exhibit professional dispositions as future leaders in the field of physical education.

Exercise and Sports Science Major Offerings

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 35 credit hour core curriculum and a concentration in Health and Wellness or Physical Education (which prepares students as candidates for North Carolina K–12 teaching licensure). The department also offers a minor in exercise and sports science.

CAREER DIRECTIONS

The **Exercise and Sports Science major** is designed for students who wish to pursue careers in exercise and sport, or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science and/or physical education/ health and wellness. Graduates may seek entry-level positions as sports and exercise specialists in well-ness centers, corporate/worksites fitness facilities, resorts or clubs, youth recreation programs, and community based sports centers or as physical educators in school settings. With additional education students may seek careers in exercise physiology, physical therapy, cardiac rehabilitation, sports medicine, sports psychology, recreation or occupational therapy, physical education teacher education, as well as many other areas of specialization.

The **Health and Wellness Concentration** program of study is designed for students who wish to pursue careers in areas of corporate fitness, health promotion, hospital-based rehabilitation, sport and/or fitness programs for children, youth, or adults, or who wish to seek further specialization through graduate study.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 35 hours, the student will complete 39 credit hours, including skill acquisition, physical education methods, and professional education classes.

FACILITIES AND RESOURCES

Exercise and Sports Science majors have opportunities to study in various laboratory settings in addition to the classroom. While using varied cardiovascular and strength training equipment, ESS majors have opportunities to gain strength and conditioning concepts and skills in Meredith's fitness center. The Human Performance lab provides the Meredith community, in addition to area fitness enthusiasts and athletes the ability to receive up-to-date evaluation of their cardiovascular risks, fitness and training status, as well as guidance on how to implement or expand physical fitness into their lives. Student majors will have the opportunity to apply valuable knowledge and skills while performing varied physiological assessments in the lab, as well as have opportunities to work with faculty to conduct research projects. Throughout the Exercise and Sports Science program, students have opportunities to apply their knowledge and skills in "real life" settings, including public schools, youth and senior centers, and community organizations.

General Education — Health and Physical Education Program

Through health and physical education the student gains greater knowledge and appreciation of her physical self by integrating skill development with cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on health, fitness, and life-time sports. Dance technique courses are also offered in the General Education Physical Activity Program. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, and the Aqua Angels

POLICIES RELATED TO THE GENERAL EDUCATION HEALTH AND PHYSICAL LEARNING COMPONENT

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take swimming for non-swimmers during one of the four semesters. After a student has met her requirements, she may elect additional activity courses that may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring/minoring in dance or exercise and sports science. **No more than two credit hours in any one intercollegiate sport (PED 471, 472, 473, 475, 476, 477) or performance group (PED 313, DAN 456) can be counted toward general education requirements.**

Pre-approved permission granted by the department head and a recommendation from her previous instructor are required in order for students to repeat a physical education course for credit. No more than two credit hours in any one intercollegiate sport (PED 471, 472, 473, 475, 476, 477) or performance group (PED 313, DAN 456) can be counted toward general education requirements.

The courses related to sports team participation (PED 313, 471, 472, 473, 475, 476, 477) are eligible for Pass/Fall grading only.

All physical education and dance activity courses taken to fulfill the general education requirement will have Pass/fail grading. **A student may audit an activity course only with special permission from the department head.**

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) that fulfill the requirements for the Exercise and Sports Science major for a grade. **Dance majors/minors** are required to take all dance activity courses that fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count towards graduation.

Bachelor of Science Degree with major in Exercise and Sports Science

REQUIREMENTS FOR A MAJOR IN EXERCISE AND SPORTS SCIENCE

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 35 credit hour core curriculum in exercise and sports science, and additional courses specified according to the selected concentration. Students may pursue a major in Exercise and Sports Science by selecting a concentration in: Health and Wellness or Physical Education (which prepares students as candidates for North Carolina K–12 teaching licensure). The ESS core curriculum focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect upon, and apply disciplinary concepts and principles in the field of exercise and sports science.

The **Health and Wellness Concentration** program of study is designed for students who wish to pursue careers in areas of corporate fitness, health promotion, hospital-based rehabilitation, sport and/or fitness programs for children, youth, or adults, or who wish to seek further specialization through graduate study. The program of study promotes critical connections between physical activity, fitness and sport performance, and their relationship to disease and disability prevention, health enhancement, and lifestyle modification. In addition to the 35 credit hour core curriculum in exercise and sports science, the student will complete an additional 26–27 credit hours.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K–12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 35 hours, the student will complete 40 credit hours, including skill acquisition, physical education methods, and professional education classes.

Majors in Exercise and Sports Science

The Core Curriculum 35 hours

HED 100 Contemporary Health Issues	2
BIO 322/342 Human Anatomy and Physiology & Lab	4
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 310 Exercise Leadership	3
ESS 320, Assessment in Physical Education, Sport and Fitness	3
ESS 475 Motor Learning and Skill Performance	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Exercise and Sports Science with a Concentration in Health and Wellness 61–62 hours

The Exercise and Sports Science Core Curriculum	35
HED 282 Prevention and Care of Movement Injuries	2
FN 227 Nutrition	3
ESS 350 Topics in Exercise & Sports Science	3
ESS 486 Exercise Prescription	3
ESS 499 Introduction to Research in Exercise and Sports Science	3
ESS 451 Practicum in Exercise & Sports Science	3

***Prior to graduation, students must show valid proof of First Aid/CPR certification

Physical education/dance activity electives beyond general education requirements. Choose 6 activity hours from at least three categories listed below (*must be taken for a grade*). 6

Aquatics
Fitness
Leisure and Recreation
Team Sports
Individual/Dual Sports
Dance

Select one course from the following: 3

SOC 332 Human Sexuality
CHE 111/141 General Chem I/General Chem I Lab
PSY 210 Developmental Psychology
COM 260 Interpersonal Communication
BUS 360 Principles of Marketing
ESS 746 Teaching Physical Education for Individuals with Special Needs, K–12

Exercise and Sports Science with a Concentration in Physical Education 75 hours

The Exercise and Sports Science Core Curriculum 35
Physical education/dance activity electives beyond general education requirements. Choose at least one activity hour from each category listed below (*must be taken for a grade*). 6

Aquatics
Fitness
Leisure and Recreation
Team Sports
Individual/Dual Sports
Dance

***Prior to graduation, students must show valid proof of First Aid/CPR certification

ESS 743 Teaching Physical Education in the Elem. School for the Physical Educator	3
ESS 744 Method of Teaching Team, Individual and Recreational Sports	2
ESS 745 Teaching Healthful Living in the Middle and Secondary School	4
ESS 746 Teaching Physical Education for Individuals with Special Needs (K–12)	3

Professional Studies

PSY 210 or 310, Developmental /Psych of Children and Adolescents	3
SOC 335 Race and Ethnic Relations	3
EDU 232 Foundations of Education	3
EDU 234 Educational Psychology	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 450 Reading in the Content Area	2
EDU 490 Observation and Directed Teaching	6

MINOR IN EXERCISE AND SPORTS SCIENCE 20 HOURS

Select from the following:	14
BIO 322 Human Anatomy and Physiology (3)	
BIO 342 Human Anatomy and Physiology Lab (1)	
ESS 200 Foundation of Physical Education, Sport & Fitness (3)	
ESS 220 Principles of Strength Training and Conditioning (2)	
ESS 255 Lifespan Motor Development (3)	
ESS 300 Issues and Mgmt of Sport and Physical Education (3)	
ESS 310 Exercise Leadership (3)	
ESS 320 Assessment in Physical Education, Sport and Fitness (3)	
ESS 475 Motor Learning and Skill Performance (3)	
ESS 350 Topics in Exercise and Sports Science (3)	
ESS 482 Kinesiology (3)	
Prerequisites: BIO-322, BIO 342	
ESS 485 Exercise Physiology (3)	
Prerequisites: BIO-322, BIO-342	
ESS 487 Exercise Physiology lab (1)	
ESS 486 Exercise Prescription (2)	
Prerequisites: BIO-322, BIO-342.	
ESS 499 Introduction to Research in Exercise and Sports Science (3)	
Prerequisite: ESS-320	
FN 227 Nutrition (3)	

(Students pursuing teacher licensure may select from any of the above and those listed below):

ESS 743 Teaching Physical Education in the Elementary School for the Physical Educator (3)	
ESS 744 Methods of Teaching Team, Individual and Recreational Sports (2)	
ESS 745 Teaching Healthful Living in the Middle and Secondary Schools (4)	
ESS 746 Teaching Physical Education for Individuals w/Special Needs (K-12) (3)	

Health courses selected from the following: 2

HED 100 Contemporary Health Issues (2)	
HED 200 Responding to Emergencies (2)	
HED 282 Prevention and Care of Movement Injuries (2)	

Additional Physical Education/Dance Activity courses beyond general education requirements; must include one course selection from at least four of the following five categories: Team Sports, Individual Sports, Dual Sports, Fitness and Dance (*must be taken for a grade*) 4

—For Exercise and Sports Science courses, see pages 144–145.

—For Health courses, see pages 151–152.

—For Physical Education courses, see pages 167–170.

History and Political Science

Professor Novak, Head; Professor Frazier; Associate Professors True-Weber and Vitarbo; Assistant Professors Fountain, Martinson, McElreath and H. Smith; Adjuncts Griffith, Rogers and R. Smith.

The department offers majors in History, Public History, International Studies, and Political Science.

Objectives

Through the courses and programs offered by the department, every student will develop a serious acceptance of the obligations of democratic citizenship; an informed awareness of the modern world in its many historical and political dimensions; and the ability to be objective and discerning about other peoples and cultures. In addition, all history and politics majors will develop the knowledge base appropriate to the fields they have chosen; relevant skills in research, analysis, and communication; and the ability to choose and pursue meaningful careers. Toward this end, the department will provide each major effective individual advising on personal, academic and career concerns.

CAREER DIRECTIONS

History and Political Science majors may go into teaching, graduate study, paralegal professions, law, state and federal government, business, public and social service careers, historic sites, museums and archives, the foreign service, international relations, journalism and editing, and many other occupations supported by a wide knowledge of history and politics. The department also has special career tracks in vocational and professional areas.

RESOURCES

Our location in the state capital gives us unique opportunities for students in History and Political Science. Archives, museums and historic sites abound, allowing us to offer the most complete undergraduate major in Public History of any college in the Southeast. Our proximity to state and city government affords our politics students wonderful on-site experience and personal connections: one alumna became Assistant to the NC Speaker of the House and another worked for Senator John Edwards. Our student teachers gain their experience in the best schools in Wake County. Our majors need only take the Wolfline one mile down the road to N.C. State University, which offers an exceptional array of specialized upper-level courses that no small college department could hope to present.

Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisors for help in making a good choice among the many possibilities available in the immediate area. Recent internships have been at sites such as the N.C. Museum of History, Exploris International Children's Museum, N.C. Supreme Court, N.C. Assembly, Historic Oakview, Duke Homestead and a variety of others.

Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Asian History 224; and Politics 100.

Majors in History

History 31 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
HIS 101 Emergence of Western Civilization or HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876 or HIS 215 American History since 1876	3
One non-western course chosen from the following	3
HIS 103 The World in the 20th Century (3)	
HIS 200 Intro to Latin-American History (3)	
HIS 224 Intro to Asian History (3)	
HIS 281 Intro to African History (3)	
HIS 282 Modern Middle East (3)	
HIS 325 Asian Civilization (3)	
appropriate special studies courses	
Electives in approved history courses	15

International Studies 36 or 37 hours

Majors will also develop an understanding of global interactions between contemporary nations and .

HIS 102 Modern Western Civilization	3
HIS 103 World in the 20th Century	3
POL 204 Modern Political Systems	3
POL 210 International Politics	3
HIS 334 Methods of Historical Research OR	
POL 334 Research Design and Methods	3
HIS 495 Senior Seminar and HIS 498/9 Senior Research OR	
POL 498/9 Senior Research	3 or 4
Approved electives chosen from modern international history, business, economics, geography, foreign language, fine arts, and other disciplines that relate to the 20th century world.	17–18

It is highly recommended that International Studies students achieve fluency in at least one foreign language. The major should also, if possible, include study abroad.

Public History 37 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
HIS 214 American History to 1876	3
HIS 215 American History since 1876	3
HIS 300 Introduction to Public History	3
HIS 333 History of the South OR	
HIS 343 History of North Carolina	3
HIS 250 Introduction to Archaeology OR	
HIS 270 Introduction to Native American History or	
ART 221 Western Art: Ancient-Early Renaissance OR	
ART 222 Western Art: High Renaissance-Modern	3

Internship in a public history institution	1–3
Approved electives	9–11

Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing.

—For History courses see pages 152–154.

Majors in Political Science

Political Science (General) 36 hours

Majors will also develop a serious acceptance of the obligations of citizenship.

Core: 18 Hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar	3
POL 203 Contemporary American Policy	3
POL 204 Modern Political Studies or 210 International Politics	3
POL 334 Research Method and Design	3
POL 499 Senior Research or POL 498 Honors Thesis	3
Electives in courses from at least two different sub fields in Political Science:	18

Political Science with a Concentration in Law and Justice 36 hours

Core: same as above with POL 334 or LEG 401
for Research Methods 18

POL 300 Law and Society	3
POL 301 Constitution and Rights of Americans	3
ENG 358 Professional Writing	3
Electives: chosen from approved courses in POL and related fields	9

—For Political Science courses, see page 171–172.

MINORS IN HISTORY AND POLITICAL SCIENCE

History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

International Studies 18 hours

HIS 103 World in the 20th Century	3
POL 210 International Politics	3
HIS 334 or POL 334 Methods of Research	3
Electives approved by the department head	9

Public History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

Criminal Justice Studies 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors	3

Electives chosen from the following	9
SOC 337 Corrections (3)	
SOC 335 Race and Ethnic Relations (3)	
POL 300 Law and Society (3)	
POL 301 Const & Rights of Americans (3)	
POL 305 Intro to Public Administration (3)	
HIS 215 American History Since 1876 (3)	

Political Science 21 hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar	3
Prerequisite: ENG 111	3
Approved electives in politics courses at least two at 300 level	12

Teacher licensure is available in B–K, K–6, 6–9 social studies concentration and 9–12 social studies. See licensure requirements in the School of Education listing.

Human Environmental Sciences

Professor Tippet, Head; Professors Burpitt, Clark, Ellis, Goode; Associate Professors Crowley, Fisher, Landis, and Winterhoff; Assistant Professors Collins, Strangis, and Westbrook; Instructor Yang; Adjuncts Bostic, Harriett, Ostrowski, Matthews, Noland, Redfoot, Rushing, Sibert, Simon, and Wilson.

Department Overview

The Department of Human Environmental Sciences uses an interdisciplinary approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the department focuses on assisting people to improve their quality of life, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Family and Consumer Sciences, Fashion Merchandising and Design, Foods and Nutrition, and Interior Design.

The **goals** are that students in the department of HES will

- apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society;
- synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major; and
- demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in child development, family and consumer sciences, fashion merchandising and design, foods and nutrition, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools, they may complete B-K or K-6 licensure combined with a child development degree, and they may also complete a second major or minor in another department.

The **Didactic Program in Dietetics** at Meredith College is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, Jackson Blvd., Chicago, IL, 60606-6995, (312) 899-4876. Graduates of this program are eligible to apply for accredited Dietetic Internship Programs, the current pathway for completion of supervised practice requirements leading to registration in the field. ADA DPD Verification from Meredith College requires a completed baccalaureate degree. It also requires a minimum QPR of 3.0 in all coursework to meet ADA domains for foundation, knowledge, and skills.

The **Meredith College Dietetic Internship** is a CADE accredited program. Students enrolled in the dietetic internship acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship program will enable students to take the Registration Examination to become Registered Dietitians.

The department also offers a **Master of Science degree in Nutrition**. Details of the Master of Science Degree in Nutrition Program are published in a separate graduate catalogue. Information is available from the Department of Human Environmental Sciences, John E. Weems Graduate School, and the college website. The program is designed for students with a baccalaureate degree in foods, nutrition and related fields and those from unrelated fields meeting prerequisite coursework who are seeking advanced study in human nutrition. The program requires 35–36 credit hours, with a thesis or non-thesis option.

The **Interior Design program** is fully accredited by the Council for Interior Design Accreditation (formerly FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, fashion merchandising and design, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major. Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

Mission, Goals and Overview of Programs of Study in Human Environmental Sciences

The **mission** of the **Child Development program** at Meredith College is to offer an interdisciplinary program of study that prepares students to pursue careers in early childhood settings and agencies serving young children and their families, and to pursue graduate and professional studies. The philosophy underlying this program is that children develop within an ecological framework that includes the complex interrelationships among the child, the family, their diverse culture, and the society at large. The program develops in students the knowledge and skills to promote the application of a developmental perspective to their work with children and families, to establish partner-

ships between families and child development professionals that reflect family-centered practices, and to provide educational and community programming that is inclusive of all children.

Child Development Program Goals

Upon completion of the program the students will

- Demonstrate mastery of professional standards and guidelines as set forth by the National Association for the Education of Young Children, the Division for Early Childhood of the Council for Exceptional Children, and the North Carolina Department of Public Instruction;
- Design, adapt, and evaluate integrated curriculum, inclusive environments, teaching practices, and children's learning utilizing developmentally appropriate guidelines and evidence-based practice;
- Articulate and demonstrate mastery of family-centered practices and strategies for working with the families of young children;
- Use observation, documentation and assessment to support young children and families;
- Evaluate, interpret, and translate professional literature and theory into best practices for children and their families;
- Advocate for children and their families based on the basics of best practices and policy; and
- Participate in professional organizations serving children and families.

The **Child Development major** focuses on the physical, social, emotional, linguistic and intellectual development of children, birth through age eight. Students may choose to become eligible to teach in public school programs by completing B–K or K–6 licensure requirements through Meredith's teacher preparation program.

The **mission** of the **Fashion Merchandising and Design program** is to offer exposure to every aspect of the fashion industry, from concept to consumer and to provide a stimulating academic climate which will meet the needs of students as they prepare for careers in fashion merchandising or fashion design, for graduate school, for community involvement, and for global citizenship. Through rigorous instructional and service learning, study abroad, and experiential learning, Fashion Merchandising and Design students are challenged to strengthen their talents and intellectual skills, expand their knowledge, increase their understanding, and then apply what they have learned for their personal and professional success, for the betterment of their families and communities, and for the greater good of humankind. Fashion Merchandising and Design students may concentrate in either Merchandising or Design, depending on their desired careers, their abilities, and their personal interests.

Fashion Merchandising and Design Program Goals

For the **Design Concentration** — Upon completion of the program, students will be able to

- Apply important concepts and skills in Fashion Design;
- Demonstrate a sufficiently high level of creativity and problem solving as related to apparel design and manufacturing.
- Integrate knowledge gained from other disciplines and apply that knowledge to the fashion design.

- Think critically, gather information, and communicate effectively.
- Apply appropriate technology in fashion design and manufacturing.
- Participate in the assessment of her own work and the work of others, and
- Articulate visual observation skills.

For the **Merchandising Concentration** — Upon completion of the program, students will be able to

- Apply terms, concepts, and quantitative data important in fashion merchandising and retailing.
- Demonstrate a sufficiently high level of problem solving as it relates to fashion retailing and wholesaling.
- Think critically, gather information, and communicate effectively.
- Apply appropriate technology used in fashion retailing and wholesaling.
- Use ethical principles to make appropriate decisions in fashion retailing and wholesaling.

The **mission** of the **Family and Consumer Sciences program** is to develop the knowledge, skills, and practice of professionals whose work will be to be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume professional responsibilities in a variety of career fields such as education, business, industry, social agencies, and government, or to enter a graduate program for further study.

Family and Consumer Sciences Program Goals

Upon completion of the program, students will

- Integrate knowledge from the disciplines of Human Environmental Sciences to promote the well-being of families, individuals, and communities;
- Promote the personal, social, and economic health of people;
- Utilize theories and research to balance personal, home, family, and work lives;
- Address problems in diverse family, community, and work environments;
- Apply appropriate technology to maximize human potential;
- Develop high standards of professional practice; and
- Pursue further study through continuing education programs, leadership in the profession, community service, or graduate work.

The **Family and Consumer Sciences major** is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7–12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career

in consumer services, utility companies, product and equipment promotion, and government agencies.

The **Foods and Nutrition undergraduate program** prepares students for careers in nutrition, foods, and dietetics, and to pursue accredited dietetic internship programs leading to registration in the field. Grounded in the basic sciences, students are provided a strong foundation to pursue graduate and professional studies, and a curriculum that promotes student leadership and encourages service to the profession and community. The program strives to develop in students the knowledge and skills to promote optimal nutrition and well-being through the application of nutrition science to individuals and groups across the life span in a diverse and changing environment. The program fosters in students a global and holistic understanding of the interrelationships among human nutrition, wellness, food and its systems.

Food and Nutrition Undergraduate Program Goals

Upon completion of the program, students will be able to

- Demonstrate mastery of Didactic Program in Dietetics competencies as articulated by the American Dietetic Association;
- Communicate effectively using appropriate techniques and technology;
- Advocate for optimal nutrition and well-being;
- Demonstrate critical thinking skills;
- Evaluate and interpret professional and lay literature in the field;
- Participate in the process of research; and
- Demonstrate leadership with integrity and social responsibility.

The **Foods and Nutrition major** is designed for students with interests in normal and therapeutic human nutrition, nutrition research, foods, food science, and food service management. Graduates may work in a variety of professional settings, including hospitals and other healthcare settings, sports nutrition and wellness programs, community and public health departments, food and nutrition-related businesses and industries, and research. Majors are encouraged to gain experience in the field of nutrition and dietetics through on and off-campus volunteer and work experiences and with the Meredith College Nutrition and Wellness Association.

The **mission of the Interior Design program** is to provide an interior design curriculum that equips students with the tools that will enable them to apply creativity, critical thinking, and problem solving in ways that can benefit clients, their colleagues, and their communities and provide its graduates with the skills, training, and experience that can lead to academic, professional, and personal success.

Interior Design Program Goals

Upon completion of the program, students will be able to

- Analyze clients' needs, goals, and life safety requirements by following a systematic design process;
- Formulate design concepts and present design recommendations with appropriate media;
- Prepare working drawings and specifications, taking into consideration compliance with universal accessibility guidelines and all applicable codes;
- Prepare business documents and review and evaluate design solutions;
- Synthesize knowledge gained from a broad-based liberal arts college core and apply it to the Interior Design major; and
- Demonstrate effective communication, collaboration, research, creative, and critical thinking skills, along with leadership, promotion of environmentally responsible design and professional ethics.

The **interior design major** provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods, with emphasis on professional practice. Majors are encouraged to participate in design internships and the Student Chapter of the American Society of Interior Designers. During the senior year students have the opportunity to work very closely with an assigned mentor in professional development, portfolio development and job search skills. Meredith's interior design program also offers opportunities for study abroad in Denmark between the junior and senior year. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. The program is accredited by the Council for Interior Design Accreditation (formerly FIDER). Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities.

Majors in Human Environmental Sciences

Child Development 43–48 hours

Students must complete the courses in the core curriculum (34–38) plus three courses chosen from the list of electives (9–10) for a total of 43–48 semester hours.

BK 337 Observation of Young Children	3
CD 234 The Preschool Child	3
CD 334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 340 Young Children's Learning Environment	3
CD 345 Preschool Curriculum (<i>prerequisite BK 337</i>)	4
CD 438 Support & Strength Families	3
CD 450 Adv. Practicum & Seminar (<i>Waived for licensure candidates admitted to the School of Education</i>)	4
FCS 290 Foundations in FCS	1
HED 200 Responding to Emergencies	2
PSY 210 Life Span Developmental Psych	
or PSY 310 Psych of Children and Adolescents	3

PSY 312 Psych of Exceptional Individual	3
SWK 235 Child Welfare	3
Electives chosen from the following	9-10
BK 341 Variations in Early Development (3)	
BK 350 Emergent Literacy & Technology Integ (3)	
BK 445 Advanced Curriculum Development (3)	
CD 434 Infant Curriculum (3-4)	
CD 436 Admin. of Prog. Young children (3)	
CD 440 Rdgs Presch Educ & Early Inter (3)	
FCS 355 Family Resource Management (3)	
FN 227 Nutrition (3)	
EDU 232 Foundations of Education (3)	
or EDU 234 Educational Psychology (3)	

Fashion Merchandising and Design

Students must take the core curriculum plus additional requirements for one of two concentrations.

The Core Curriculum (30 hours)	
FCS 290 Foundations in FCS	1
FMD 114 Apparel Merchandising	3
FMD 115 Prin. Of Clothing Construction	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 418 Textiles	3
BUS 360 Principles of Marketing	3
BUS 467 Advertising & Sales Promotion	3
ECO 101 Principles of Microeconomics	3

Merchandising Concentration 45 hours

A minor in business is strongly recommended.

The Core Curriculum (30 hours)	
FMD 244 Retail Merchandising	4
FMD 442 Retail Buying	3
FMD 443 Special Problems in Retailing	2
BUS 300 Principles of Management	3
BUS 361 Consumer Behavior	3

Design Concentration 54-55 hours

The Core Curriculum (30 hours)	
FMD 226 Tailoring	3
FMD 244 Retail Merchandising	4
Or FMD 495 Senior Project	3
<i>(Seniors may opt to take FMD 495 Senior Project instead of FMD 244 Retail Merchandising)</i>	
FMD 425 Draping	3
FMD 427 Apparel Design	3
FMD 428 CAD Apparel Design	3
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3

Family and Consumer Sciences 37 hours

FCS 290 Foundations in FCS	1
FN 227 Nutrition	3
ECO 274 Consumer Economics	3
CD 335 Marriage/Family Relationships	3

FCS 355 Family Resource Management	3
FCS 424 Professional Perspectives in FCS (<i>Waived for licensure candidates admitted to the School of Education</i>)	3
FCS 425 FCS Practicum (<i>Waived for licensure candidates admitted to the School of Education</i>).	3
One course in fashion merchandising and design	3
One course in interior design	3
Electives chosen from CD, FMD, FN, ID, FCS	12

Foods and Nutrition 78 hours

FCS 290 Foundations in FCS	1
FN 124 Principles of Foods	3
FN 227 Introductory Nutrition	3
FN 250 Perspectives in Nutrition	2
FN 260 Nutrition in Diverse Populations	3
FN 310 Food Service Management Systems I	3
FN 311 Food Service Management System I Lab for FN	1
FN 320 Food Service Management System II	1
FN 320 Food Svc Mgmt Sys II	4
FN 330 Experimental Food Science	3
FN 340 Nutritional Biochemistry and Metabolism	4
FN 440 Med Nutr Assess, Thpy & Couns I	4
FN 450 Med Nutr Assess, Thpy & Couns II	4
FN 480 Colloquium in Nutrition	1
FCS 764 Methods of Teaching FCS	3
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry 1 and Lab	4
BIO 105/145 Modern Biological Concepts & Lab	4
or BIO 110/151 Principles of Biology & Lab	4
BIO 251 Cell Biology	3
BIO 322/342 Human Anatomy and Physiology and Lab	
or BIO 323/343 Vertebrate Physiology and Lab	4
BIO 334/344 Microbiology and Lab	4
ACC 220 Financial Accounting	3
MAT 245 Statistics I	
or MAT 248 Statistical Concepts and Methods for Mathematicians	
or PSY 200 Statistical Methods in Psychology	3
PSY 100 Introduction to Psychology	3
Electives chosen from the following	3
BIO/CHE 200 + (3-4)	
PHY 100+ (3-4)	
FN 299 or 499 Research (3)	
FN 498 Honors Thesis (3)	
PSY 324 Conditioning & Behavior Modification (3)	
BUS 360 Principles of Marketing (3)	
ESS 482 Kinesiology (3)	
ESS 485/487 Exercise Physiology and Lab (4)	
REL 344 Biomedical Ethics (3)	

Interior Design 64 hours

FCS 290 Foundations in FCS	1
ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 243 ID Drafting & Presentation	3
ID 244 Interior Design II	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
ID 248 Technology Applications For ID	3

ID 342 Special Problems in CADD	3
ID 343 Construction Technology	3
ID 344 Interior Design III.	3
ID 348 Interior Lighting Design	3
ID 443 Professional Practices in ID	3
ID 444 Interior Design IV.	3
ID 447 Contract Interior Design	3
FMD 418 Textiles	3
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 207 Three-Dimensional Design	3
ART 221 Survey W. Art-Ancient, Early Ren	
or ART 222 Survey W. Art-High Ren-Modern	3
Elective chosen from the following	3
BUS 360 Principles of Marketing (3)	
BUS 300 Principles of Management (3)	

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105; FCS 290
 Sophomores: ID 243, 244, 248, 348; ART 206, 207
 Juniors: ID 245, 246, 342, 343, 344; ART 221 or 222
 Seniors: ID 443, 444 and 447; FMD 418

MINORS IN HUMAN ENVIRONMENTAL SCIENCES

Child Development 19 hours

(assuming prerequisites have been met)

CD 234 The Preschool Child	3
CD 334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 345 Preschool Curriculum	4
(Prerequisite BK 337)	
CD 340 Young Children's Learning Environment	3
CD 438 Support & Strength Families	3
(Prerequisites BK 337, PSY 210 or 310 [prerequisite PSY 100 or EDU 234])	

Fashion Design 20 hours

FMD 114 Apparel Merchandising	3
FMD 115 Principles Of Clothing Construction	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 418 Textiles	3
FMD 425 Draping	3
FMD 427 Apparel Design	3

Family and Consumer Sciences 21 hours

FN 227 Nutrition	3
CD 335 Marriage/Family Relationships	3
FCS 355 Family Resource Management	3
FCS 274 Consumer Economics	3
One interior design elective	3
One fashion merchandising and design elective	3
One elective from CD, FMD, FN, ID or FCS	3

Interior Design 18 hours

ART 101 Drawing I	
or ART 105 2-D Design	3
ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
FMD 418 Textiles	3

Merchandising 21 hours

FMD 114 Apparel Merchandising	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 244 Retail Merchandising	4
FMD 418 Textiles	3
FMD 443 Special Problems in Retailing	2
Approved elective	3

Foods and Nutrition 18–20 hours (assuming prerequisites have been met)

Core Courses 8 hours

FN 227 Introductory Nutrition	3
FN 250 Perspectives in Nutrition	2
(Prerequisite: FN 227 Introductory Nutrition)	
FN 260 Nutrition in Diverse Populations	3
(Prerequisite: FN 227 Introductory Nutrition)	

Students may select 10–12 additional hours from the following course offerings:

FN 124 Principles of Foods	3
FN 310 Food Service Management Systems I	3
(Prerequisite: FN 124 (3); Corequisite: FN 312 (1) = (4))	
FN 311 Food Svc Mgmt Sys I Lab for FN	1
(Prerequisite: FN 124 (3); Corequisite: FN 310 (3) = (6))	
FN 320 Food Service Management Systems II	4
(Prerequisites: FN 124 (3), FN 310 (3), ACC 230 (3), and FN 312 (1) = (10))	
FN 330 Experimental Food Sciences	3
(Prerequisites: FN 124 (3), FN 227 (3), BIO 101/141 (4) = (10))	
FN 340 Nutritional Biochemistry & Metabolism	4
(Prerequisites: FN 227 (3), CHE 111/141 (4), CHE 112/142 (4), CHE 221/ 241 (4), BIO 101/141 (4), BIO 251 (3) = (23))	
FN 440 Medical Nutritional Assessment, Therapy and Counseling (MNATC)	1
(Prerequisites: FN 227 (3), FN 340 (3), BIO 101/141 (4), BIO 102/142 (4), CHE 111/141 (4), CHE 112/142 (4); CHE 221/ 241 (4); Corequisites: BIO 322/342 (4) or BIO 323/343 (4), (26–34))	
FN 450 MNATC II	4
(Prerequisites: FN 227 (3), FN 340 (3), FN 440 (4), BIO 101/141 (4) BIO 102/142 (4), CHE 111/141 (4), CHE 112/142 (4); CHE 221/ 241 (4); Corequisites: BIO 322/342 (4) or BIO 323/343 (4) (30–38))	

Teacher licensure is available in B–K, K–6, and Family and Consumer Sciences. See licensure requirements in the School of Education listing.

—For Birth–Kindergarten Licensure courses, see page 124.

—For Child Development courses, see pages 128–129.

—For Family and Consumer Sciences courses, see pages 145–146.

—For Fashion Merchandising and Design courses, see pages 146–147.

—For Foods and Nutrition courses, see pages 147–148.

—For Interior Design courses, see pages 155–156.

Interdisciplinary Studies

A department or school may intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

—For Interdisciplinary Study courses, see page 154.

Mathematics and Computer Science

Professor Dietz, Head; Professor Davis; Associate Professors Hendrix, Hontz, and Manning; Assistant Professors Burkhead, Johnson, Koster, and Mihalisin; Instructors Dick and Watkins, Research Associate Joyner; Adjuncts Birch, Clinton, and Smetana.

Mission Statement:

The Department of Mathematics and Computer Science at Meredith College provides opportunities for faculty and students to engage in the expansion of knowledge in mathematics and computer studies. We provide all Meredith students a foundation for active participation in an increasingly technological society. The department strives to educate our majors and minors to be creative, capable, ethical and confident in applying mathematical reasoning and technology to solve problems and accomplish goals. We prepare our majors and minors for success in careers and graduate school, as well as foster a lifelong appreciation for mathematics and technology.

Departmental Goals:

GENERAL EDUCATION:

The goals of the Department of Mathematics & Computer Science are that all students will acquire and develop:

- Quantitative literacy and technological fluency
- The ability to solve problems through a process of conceptual and logical reasoning

MATHEMATICS:

A student who completes a degree in mathematics will:

- Reason mathematically and work collaboratively to solve problems
- Communicate mathematics both orally and in writing with precision and clarity
- Understand a branch of mathematics in depth
- Make connections within mathematics
- Use technology for conceptual understanding and significant computation
- Apply mathematics across disciplines (BS only)

COMPUTER SCIENCE:

A student who completes a degree in Computer Science will

- Develop a broad understanding of current technologies and the confidence to expand on this knowledge
- Develop a fundamental knowledge of architecture and operating systems
- Demonstrate strong analytical and critical thinking skills
- Demonstrate interpersonal communication and team skills and strong ethical principles
- Be able to design and implement programming solutions

COMPUTER INFORMATION SYSTEMS:

A student who completes a degree in Computer Information Systems will:

- Have a broad business and real world perspective
- Develop a broad understanding of current technologies and the confidence to expand on this knowledge
- Demonstrate strong analytical and critical thinking skills
- Demonstrate interpersonal communication and team skills and strong ethical principles
- Be able to design and implement information technology solutions that enhance organizational performance.

Minors in mathematics, statistics, web development, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

The Vivian Kraines Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics and computer science competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

ENGINEERING DUAL DEGREE

An Engineering Dual Degree Program is available to Meredith College students. In this 5-year program, a student can receive a Bachelor of Arts degree from Meredith College in Mathematics and a Bachelor of Science degree in Engineering from NCSU. For details of the program see p. 52. Other engineering dual degree combinations can be found on p. 69 (Chemistry). Interested students should contact Dr. Cammey Cole Manning, the Engineering Program Coordinator at Meredith, before she registers for her first semester at Meredith College.

Mathematics Placement

Students with SAT or ACT scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

A student without credit and advanced placement from high AP scores may request placement in MAT 212, with credit granted for MAT 211 upon completion of MAT 212 with a grade of C or higher. If a student requests placement in MAT 314, credit is given for MAT 212 and MAT 211 upon completion of MAT 314 with a grade of C or higher.

Majors in Mathematics, Computer Information Systems and Computer Science

Mathematics

Core Curriculum 21 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143, or placement

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 248 Statistical Concepts and Methods for Mathematicians	3
MAT 250 Introduction to Mathematical Reasoning	3
MAT 314 Calculus III	4

Bachelor of Arts in Mathematics 37 hours

Core Curriculum	21
MAT 321 Abstract Algebra	
or MAT 410 Advanced Calculus	3
MAT 354 Differential Equations	
or MAT 371 Mathematical Modeling	3
MAT 395 Junior Seminar	2
MAT 495 Senior Seminar	2
Elective courses in mathematics at the 200 level or above	6
Must complete two course pairing from approved list*	
Prerequisite hours: 0-5	

Bachelor of Science in Mathematics 54-62 hours

Core Curriculum	21
MAT 321 Modern Abstract Algebra	3
MAT 371 Mathematical Modeling	3
MAT 395 Junior Seminar	2
MAT 410 Advanced Calculus	3
MAT 495 Senior Seminar	2
Elective courses in mathematics at the 200 level or above	6
Must complete two course pairing from approved list*	
CS 101 Beginning Programming	3
One of the following sequences:	8
BIO 105/145 or BIO 110/151 plus	
4 additional hours of BIO at the 200 level or above	
or CHE 111/141-112/142 General Chemistry I and II	
or PHY 111/241-212/242 General Physics I and II	
11 hours, with all of the hours in one of the following areas:	
Accounting; business and economics; biology; chemistry and	
physics (this may include required BIO, CHE, or PHY courses	
above); or computer studies (this may include required	
CS above).	3-11
Prerequisite hours: 0-5	

*Two course pairings

MAT 220 Linear Algebra and MAT 425 Topics in Algebra
 MAT 248 Statistical Concepts and Methods for Mathematicians
 and MAT 345 Statistics II
 MAT 248 Statistical Concepts and Methods for Mathematicians
 and MAT 348 Nonparametric Statistics
 MAT 248 Statistical Concepts and Methods for Mathematicians
 and MAT 340 Probability and Mathematical Statistics
 MAT 321 Abstract Algebra and MAT 425 Topics in Algebra
 MAT 334 Geometry and MAT 434 Topics in Geometry and Topology
 MAT 354 Differential Equations and MAT 371 Mathematical Modeling
 MAT 360 Numerical Analysis and MAT 371 Mathematical Modeling
 MAT 410 Advanced Calculus and MAT 415 Topics in Analysis
 MAT 410 Advanced Calculus and MAT 434 Topics in Geometry
 and Topology
 Other appropriate pairings may be approved by department head

Bachelor of Arts in Computer Information Systems 34 hours

CS 101 Beginning Programming	3
CS 156 Web Site Design and Management	3
CS 203 Foundations of Computer Science	3
CS 212 Object Oriented Programming	3
CS 420 Computer Science Seminar	1
CS 120 Spreadsheets	0-1
CS 140 Databases	0-1
CS 312 Information Systems Management	3
CS 230 Web Programming with Databases	3
CS 326 Networking and Operating Systems	3
CS 370 Ethics and Information Technology	1
CS 407 Software Engineering	3
MAT 141, MAT 144, or Competency	0-3
MAT 245 Statistics I or MAT 248 Statistical Concepts and	
Methods for Mathematicians	3
Cooperative Education or Internship	
chosen from the following	3
COE 302 Cooperative Education (1-3)	
COE 403 Cooperative Education (1-3)	
CS 930 Internship (1-3)	

Bachelor of Science in Computer Science 54-60 hours

CS 140 Databases	0-1
CS 101 Beginning Programming	3
CS 156 Web Site Design and Management	3
CS 203 Foundations of Computer Science	3
CS 212 Object Oriented Programming	3
CS 230 Web Programming with Databases	3
CS/ MAT 262 Discrete Mathematics	3
CS 301 Data Structures and Algorithms	3
CS 311 Computer Organization	3
CS 326 Network and Operating Systems	3
CS 355 Computer Graphics and Modeling	3
CS 370 Ethics and Information Technology	1
CS 407 Software Engineering	3
CS 420 Computer Science Seminar	1
MAT 144, or MAT 141 and MAT 143 or competency	0-5
MAT 211 Calculus I	4
Choose one of the following	3-4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3

MAT 245 Statistics I	3
MAT 248 Statistical Concepts and Methods for Mathematicians	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
Cooperative Education or Internship chosen from the following	3
COE 302 Cooperative Education (1-3)	
COE 403 Cooperative Education (1-3)	
CS 930 Internship (1-3)	

MINORS IN MATHEMATICS AND COMPUTER SCIENCE

Mathematics 21–26 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143, or placement

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 314 Calculus III	4
Math electives numbered 200 or above	6
(Not open to MAT majors)	

Mathematics and Computer Applications 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143, or placement

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I or MAT 248 Statistical Concepts and Methods for Mathematicians	3
Electives in CS, MAT as follows approved by the department head	9
Computer Language (3)	
Computer Elective (200 or above) (3)	
Applied Math or Computer Elective (3)	
(Not open to CIS, CSC, or MAT majors)	

Statistics 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143, or placement

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I or MAT 248 Statistical Concepts and Methods for Mathematicians	3
MAT 340 Probability and Mathematical Statistics	3
MAT 345 Statistics II	3
Elective in statistics approved by the department head	3

(Note: Only the first three courses can count toward both the minor in statistics and a major in mathematics.)

Web Development 18 hours

CS 101 Beginning Programming	3
CS 203 Foundations of Computer Science	3
CS 212 Object Oriented Programming	3
CS 156 Web Site Design and Management	3
CS Electives	6
One 200- level or above and one 300-level or above from the following: Any CS course, particularly CS 499 (3–6 credits) as a Web project in the student's areas of interest.	

COM 290 Intro to Mass Communication	
ART 300 Computer Design	
ENG 358 Professional Writing	
(Not open to CIS or CSC majors)	

Teacher licensure is available in B–K, K–6, 6–9 mathematics concentration and 9–12 mathematics. See licensure requirements in the School of Education listing.

—For *Mathematics* courses, see pages 157–159.

—For *Computer Studies* courses, see pages 131–132.

Medieval and Renaissance Studies

Professor Pitts, Coordinator

Meredith's strong liberal arts tradition makes the College a natural setting for examination of the period that created the university and saw the beginnings of humanistic studies. The interdisciplinary minor in Medieval and Renaissance (MedRen) Studies offers a rigorous, individualized, and cohesive but varied academic program with potentially broad appeal for today's undergraduate students. The program combines traditional coursework in several academic fields with opportunities for directed research, study abroad, and special on-campus events. Faculty for the minor is a corps of eight teachers from six academic departments.

In addition to the 18 hours of course work, students taking the minor are required to demonstrate "intermediate-mid" competency in a modern foreign language and/or Latin. Because the MedRen Studies minor dovetails neatly with majors and minors in history, religion, English, and art history, it offers a viable, attractive option to the student who otherwise might not complete a first or second minor.

MINOR IN MEDIEVAL AND RENAISSANCE STUDIES 18 HOURS

MRE 201 Pilgrims, Poets, and Prophets	3
(*Linked with BIO 203 as CORE 205)	
HIS/REL 385 Europe in the Middle Ages	3
HIS/REL 387 Age of Renaissance & Reformation	3
MRE 498 Honors Thesis or MRE 499 Junior/Senior Research	3
Electives chosen from the following	6
ART 221 Survey of Western Art Ancient-Medieval (3)	
ART 222 Survey of Western Art Renaissance-Modern (3)	
ART 323 Topics in Art History (Medieval or Renaissance)(3)	
BIO 203 Death, Disease and Sex in the Medieval Period (3)	
ENG 351 Old English (3)	
(Prerequisite: ENG 111, ENG 200)	
ENG 352 Chaucer (3)	
(Prerequisite: ENG 111, ENG 200)	
ENG 355 Shakespeare (3)	
(Prerequisite: ENG 111, ENG 200)	
ENG 356 Shakespeare (3)	
(Prerequisite: ENG 111, ENG 200)	
ENG 357 Seminar in 17th C. Poetry (3)	
(Prerequisites: ENG 111, ENG 200 and ENG 270)	
HIS 304 Greek and Roman History (3)	
MUS 310 Medieval & Renaissance Music (2)	
(Prerequisites: MUS 101 and MUS 215)	
MRE 299 Freshman/Sophomore Research (3)	
MRE 499 Junior/Senior Research (3)	

Music

Professor F. Page, Head; Professors Fogle, K. Lyman, D. Lynch, Vaglio, and Williams; Assistant Professor Badanes and Waddelow; Adjuncts Allred, Atchley, Cherry, Chung, Dyke, Eagle, Evans, M. Garriss, P. Garriss, Gilmore, Halverson, Hudson, Jolly, Jong, Lohr, R. Lyman, Nelson, Pittman, Partridge, Poniros, Riva-Palacio, A. Stephenson, E. Stephenson, and Thomas; Accompanist Dupre.

The **mission** of the department is to instill a love for and an understanding of the performing arts in all its constituencies: majors, general college students, and the larger community.

The study of music at Meredith has a threefold emphasis:

- (1) the importance of music as a basic component of a liberal arts education, available to all students; (2) professional training of the highest caliber for students who plan to pursue careers in music; (3) involvement in the artistic life of the community.

The student who chooses to major or concentrate in music will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

Goals of the music program are to provide training which will empower the music major student to

- Teach
- Perform
- Conduct
- Organize and administer programs of many types
- Serve in any way within the field of music
- Apply knowledge, skill, and talent within the field of music
- Serve in any way within the field of music
- Utilize and apply skills learned in the discipline of music to any other field which she may choose, and
- Utilize and apply skills learned in the discipline of music to any other field which she may choose,

and to provide courses, lessons, and ensembles for the general college student that will meet the criteria for Arts and Aesthetics in the Meredith General Education program and that will enrich the lives of the students who enroll in them.

Learning objectives: upon completion of the programs offered by the Department of Music, students will

- develop and demonstrate creativity through performance, composition, and improvisation;
- understand the fundamental importance of music and the arts to human expression and therefore human culture as a whole;
- develop and utilize critical thinking skills;
- pursue careers in the performing arts, music education, business, church, and professional settings;
- develop aesthetic understanding through personal interaction with works of music;
- gain knowledge of basic artistic and philosophical movements in history, applying it to all areas of music study and performance;

- gain knowledge, skills, and experience necessary to understand contributions of diverse cultures to music;
- understand the theoretical base of music, applying it to all areas of musical study and performance;
- promote active involvement in the artistic life of the community,
- understand and apply technology related to music,
- accumulate the knowledge and experiences necessary to develop reflective thinking;
- perform in public: synthesize and integrate the knowledge, skills, and dispositions that relate to music – for the purpose of effective communication of the art to audiences of all sorts;
- demonstrate interactions with other essential facets of general education, such as mathematical and scientific concepts; ethical values; knowledge of human history; skill in both oral and written expression; positive and healthy use of the body, and;
- develop and demonstrate a zeal for lifelong learning.

The department offers the Bachelor of Arts with a major in music, the Bachelor of Music with a major in performance (instrument, voice, composition, or concentration in piano pedagogy), the Bachelor of Music with a major in music education (concentration in choral/general or in instrumental music), including preparation for North Carolina teaching licensure, grades K-12, and a Certificate in Church Music, which may be earned in conjunction with any of the undergraduate majors in music. A concentration in musical theatre is offered in collaboration with the Department of Dance and Theatre. (See Department of Dance and Theatre).

Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The **Bachelor of Arts in music** is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The four-year **Bachelor of Music** degree with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts. The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology,

instruments, and music education, in preparation for graduate study and certification in that field.

Accreditation

Meredith College is an accredited institutional member of the National Association of Schools of Music.

Audition and Interview: Potential Music Majors

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a video and/or audio recording may be sent in lieu of a personal audition.

Non-Credit Program

The School of Music provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in this program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS

Instruction in the performing arts takes place in the Harriet Mordre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, choral and orchestral concerts, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ, choral and orchestral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT

A large inventory of equipment is available for effective teaching and learning. Musical instruments include a 2006 Steinway concert grand, a Steinway upright, about 20 other grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two

Holtkamps, a Casavant, and a Ryan tracker), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. A complete technology laboratory includes ten stations with computers (connected to the Internet), Roland keyboards, sequencers, other peripherals, and music software (especially the Finale notation program). The department is also well equipped with audio and video recording and playback equipment. The theatre, most recently renovated in 1998-1999, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

LIBRARY

The Music Library, located in Wainwright Music Building, houses an extensive collection of scores, musical recordings, and instructional materials. The Listening Room contains equipment for individual listening and viewing. Books, periodicals, reference works and indexes are centrally located in the Carlyle Campbell Library. Study areas are also available in the Music Library.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and Opera Carolina. Capitol Opera Raleigh, a community opera association co-sponsored by Meredith, conducts its rehearsals and performances at Meredith, providing opportunities for students to participate in operatic productions.

Members of the Meredith faculty, including the Meredith Chamber Players, are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, undergraduate music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

Specific Requirements for Music Majors

PERFORMANCE

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors perform at least once each year in student recit-

als and present a partial graduation recital. Bachelor of Music students in performance and music education perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Music education majors present at least a partial graduation recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

ENSEMBLES

The privilege of making music with others develops musicianship, provides the opportunity to work under the leadership of gifted leaders, and enhances the sense of community found in Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to five hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

Transfer students and 23+ students majoring in music who have had previous ensemble experience may transfer ensemble credits from other accredited colleges and universities. In addition, certain non-collegiate ensemble experiences of professional quality may be accepted as meeting the ensemble requirement on a limited basis. Decisions will be made on a case-by-case basis by the Director of Choral Activities or the Director of Instrumental Activities in consultation with the department head. Each transfer student or 23+ student must participate in Meredith ensembles for at least four semesters.

Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding this conference are available in the music office, the Handbook for Music Students, and from faculty advisors in music.

Portfolio

Music majors are expected to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital

programs, jury comment sheets, final projects, disks of computer programs and compositions, curricular checklists, and video and audio recordings of performances. Students review portfolios with their advisors in advising conferences, the sophomore/transfer conference, and exit interviews.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations. Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

Specific requirements for keyboard proficiency are available in the departmental office and in the Handbook for Music Students.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will develop skills of improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly/ Half-Weekly Lessons	Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

Piano

Professor K. Lyman, Coordinator; Professor Fogle; Adjuncts Allred, Cherry, Clyburn, Evans, Jolly, Jong, Lohr, Pittman, Riva-Palacio, and A. Stephenson.

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the Piano Handbook.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a particular stage of advancement. Bachelor of Music students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

Other Applied Music

Cello	Adjuncts Hudson and Johns
Double Bass	Adjunct Dyke
Clarinet	Adjunct Gilmore
Flute	Adjunct Nelson
Guitar	Adjunct E. Stephenson
Harp	Adjunct Burroughs-Price
Oboe	Adjunct Skull
Organ	Professor D. Lynch, Coordinator; Adjunct Cherry
Percussion	Adjunct Garcia
Saxophone	Adjunct Gilmore
Violin	Adjuncts Atchley, Chung, M. Garriss, P. Garriss, and Partridge
Voice	Professor Williams, Coordinator; Adjunct Poniro; Accompanist Strong

Majors in Music

Bachelor of Arts in Music 48 hours

Music courses 32 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 494 Seminar in Music Literature	2

Applied Music and Electives 16 hours

Minimum in applied music	8
MUA 491 Graduation Recital	1
Electives in Music	7
Ensembles	8 semesters

Concentration in Musical Theatre

See the Department of Dance and Theatre for requirements, page 76.

Bachelor of Music in Performance 124 hours

General Education Requirements 36–54 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0–3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0–12
<i>Voice principals must take one year each of two different foreign languages or demonstrate competency. All other BM majors must take two semesters of the same language or demonstrate competency</i>	
Laboratory science	4
Science in Society elective	3
Behavioral & Social Science	3
Four physical education activity courses or one health education course and two physical education activity courses	4
Threads:	

2 writing, 1 ethics, 1 oral communication, 1 information literacy

Experiential Learning:

one approved EL experience and 12 cultural events

Competency requirement: fundamental computer skills

Music Courses 80 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 220 Pedagogy	2
MUS 322 Practicum in Pedagogy (instrumentalists) or MUS 255, 256 Phonetics (voice principals) ¹	2
MUS 300 and 301 or 302 Conducting	4
MUS 494 Seminar in Music Literature	2
MUA 495 Seminar in Theory	2
MUS 3142 Literature of Applied Music	2
Principal applied study	22
Secondary applied study(ies)	4
MUA 390 Junior Recital	1
MUA 490 Graduation Recital	1
Music electives	8
Ensembles	8 semesters
Keyboard proficiency	

¹ Composition students substitute MUS 306 Orchestration

² Composition students substitute MUS 308 Choral Arranging

Music courses for a concentration in Piano Pedagogy 82 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 220, 321, 322, 423, 424, 425 Pedagogy	12
MUS 300 and 301 or 302 Conducting	4
MUS 310, 311, 312, 313 Music History	8
MUS 314 Literature of Applied Music	2
Applied Piano	22
Secondary applied study(ies)	4
MUA 391 Lecture Recital Workshop	1
MUA 490 Graduation Recital	1
Music electives	6
Ensembles	8 semesters
Keyboard proficiency	

Bachelor of Music in Music Education 123–132 hours

General Education Requirements 39–48 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses or one health education course and two physical education activity courses	4

Threads:

2 writing, 1 ethics, 1 oral communication, 1 information literacy

Experiential Learning:

one approved EL experience and 12 cultural events

Competency requirement: fundamental computer skills

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3
EDU 439 Student Teaching (Block)	6
EDU 241 Instructional Media Materials (Block)	1
EDU 471 Reading (Block)	1

Courses chosen from one of the following emphases: 64 hours

Music courses for Choral/General Emphasis

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4

MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principal Applied Study	14
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.	
Secondary applied study(ies)	3
MUA 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	3
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 Instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principal Applied Study	14
Secondary applied study(ies) (<i>must include 1 hour of voice</i>)	2
MUA 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

MUS 300-301 Conducting	4
MUS 395, 396, 397 Church Music	6
MUS 930 Internship	4
Religion	12
(<i>In addition to the three-hour religion requirement for all degrees, choose nine additional hours.</i>)	
Applied Music	18–28
Principal applied (14–24)	—

Complete 300 level (Organ, voice, or piano)	
Secondary applied(s)	4
100 level in two of the following (<i>other than principal applied</i>):	
organ, piano, voice	2 semesters minimum
Graduation Recital MUA 490 or 491	1
Ensembles must include the following experiences:	
Choral ensembles4 semesters
Handbells2 semesters
Accompanying6 semesters
<i>(Students whose principal applied is organ or piano)</i>	

MINOR IN MUSIC 24 HOURS

MUS 100, 101 Elementary Theory I & II	6
MUS 140, 141 Keyboard	2
MUS 150, 151 Ear Training	2
Music courses 200 level or above other than ensembles)	6
MUS, MUE or MUA course (with a limit of 4 hours of ensembles)8	

Meredith College also offers an interdisciplinary minor in **Arts Management**. Please see page 62 of the catalogue for information.

— *For Applied Music courses, see pages 163–166.*

— *For Music courses, see pages 160–163.*

— *For Music Ensemble courses, see page 166.*

Psychology

Professor Aubrecht, Head; Professors Edwards, Fairbank, Heining-Boynnton, Hornak and Huber; Assistant Professor O'Dekirk; Adjuncts Cole, Evans, Hyland, Prevatt, Schmidt, Wilkinson, and Wrenn.

Mission

Psychology is the scientific study of behavior and mental processes. In educating women to excel, both within and outside of the classroom, our psychology curriculum offers each student opportunities to develop a solid knowledge base in psychology, written and oral communication skills, information gathering skills, research and analytical skills, and interpersonal skills, plus an awareness of the practical applications of psychology, all of these grounded on an ethical foundation. Our primary goals include encouraging the personal and professional development of each student so that she may come to better understand herself and others. A major in psychology prepares women for a wide variety of careers, as well as for graduate training in psychology and related fields such as human services, education, business or law.

Education Learning Outcomes

Upon completion of her program of study in psychology, a student will

- demonstrate the appropriate use of important terms and concepts in psychology;
- demonstrate the appropriate use of ethical standards in psychology;
- demonstrate a sufficiently high level of both oral and written communication skills;
- demonstrate proficiency in information gathering skills
- demonstrate the application of research and analytical skills
- document the development of interpersonal skills

- apply her knowledge and skills in practical settings

A **Major in Psychology** is good preparation for a wide variety of jobs, for graduate training in psychology and a desirable adjunct to career training in education, social work, business, art therapy, law, medicine and other fields.

FACILITIES AND RESOURCES

The psychology department occupies the majority of two floors in Ledford Hall. It includes laboratory space and equipment for student research. It also includes clinic/laboratory space for the Meredith Autism Program.

The **Meredith Autism Program**, or “MAP,” provides students with an opportunity to learn principles of behavior change and then apply these principles to help young children with autism. Providing undergraduate students with an uncommon opportunity to develop professional skills, while providing help to children and families in need, makes the MAP a distinguishing feature of Meredith's Department of Psychology.

The psychology department has also established an endowment fund for research and other department needs.

ACADEMIC PROGRAMS IN PSYCHOLOGY

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312, for which either PSY 100 or EDU 234 can serve as a prerequisite.

Major in Psychology

Psychology 31 hours

PSY 100 Introduction to Psychology	3
<i>(PSY 100 is a prerequisite for all other courses in psychology)</i>	
PSY 200 Statistical Methods in Psychology	3
PSY 300 Research Methods in Psychology	4
Experimental Psychology chosen from the following	6
PSY 330 Neuropsychology (3)	
PSY 332 Perception (3)	
PSY 334 Animal Behavior (3)	
PSY 430 History and Systems in Psychology (3)	
PSY 432 Memory, Language and Cognition (3)	
Developmental/Social Psychology chosen from the following	6
PSY 310 Psychology of Children and Adolescents (3)	
PSY 312 Psychology of Exceptional Individuals (3)	
PSY 410 Social Psychology (3)	
Clinical Psychology chosen from the following	6
PSY 320 Abnormal Psychology (3)	
PSY 324 Conditioning and Behavior Modification (3)	
PSY 420 Theories of Personality (3)	
PSY 422 Psychological Testing and Evaluation (3)	
PSY 424 Theory and Practice in Counseling (3)	
Electives in approved psychology courses	3
Student Portfolio*	0
Exit Examination*	0

To help the student review and integrate her study of psychology, the requirements for a major in psychology include a Student

Portfolio to be compiled by each student demonstrating her competency in the following areas: **(1)** knowledge base; **(2)** ethics; **(3)** communication skills; **(4)** information gathering skills; **(5)** research and analytical methods; **(6)** interpersonal skills; and **(7)** practical application. The portfolio requires the successful completion of an Exit Exam. The examination will normally be taken during the semester preceding graduation.

** While the Student Portfolio and the Exit Examination do not generate hours of credit, the successful completion of the Student Portfolio and passing the Exit Examination are required in order to complete a major in psychology.*

MINOR IN PSYCHOLOGY 18–21 HOURS

PSY 100 Introduction to Psychology	3
<i>(PSY 100 is a prerequisite for all other courses in psychology)</i>	
Statistics	3
If the statistics course is PSY 200 (Prerequisite PSY 100), these hours will count toward the 18 hours minimum in Psychology. Other statistics courses will not count as part of the 18 hour requirement	
Electives in psychology	12–15

Teacher licensure is available in B–K and K–6. *See licensure requirements in the School of Education listing.*

— *For Psychology courses, see pages 172–173.*

Religion and Philosophy

Associate Professor Nelson, Head; Associate Professor Suarez; Professor Vance; Assistant Professor Grimes; Adjunct Benko

The department offers a major in religion and minors in religion and philosophy.

The department’s **purpose** is to encourage students to explore and to understand religious and philosophical perspectives on human life. The study of religion and philosophy in the liberal arts curriculum prepares students to live in our ever-expanding world where multiple religious, philosophical and ethical perspectives inform the different ways in which people inhabit, experience and ultimately shape the world we all share. Living in a global context requires sensitive understanding and critical evaluation of religious identities: their texts and symbols, their histories and world-views, their social institutions and material practices. It also requires specific skills and methods to analyze the complex ways in which religion and culture inform each other, as well as to negotiate interactions between different and often conflicting perspectives and values.

To this end, the department offers general education courses with the goal of developing students’ basic religious literacy. The introductory courses in religion meet this goal, through enabling students to

- understand the differences between practitioner perspectives and academic perspectives;
- utilize the common terminology and methodologies applicable to the study of religion;
- demonstrate critical, analytical and comparative thinking skills about the various dimensions of religion; and
- develop understanding and appreciation of one’s own and others’

religious beliefs and ethical perspectives.

The major and minor build on this foundation in religious literacy through educating students in the various dimensions of scholarship in the field of religious studies. Religion courses enable students to

- utilize the various intellectual lenses employed by scholarship in the field of religious studies to think, speak and write cogently about the complexity of religious phenomena;
- critically evaluate various theories with attention to their specific cultural and historical differences;
- interpret texts sensitively and critically, recognizing the complexities of language, history, culture, and symbols within various religious traditions;
- generate research in religious studies;
- build active connections across differences, within differences, through differences; and
- analyze the complex and sometimes contradictory ways in which religion and culture are connected to one another.

The department seeks to assist students preparing for graduate study and/or a career. A major in religion provides a foundation and personal depth which can lead to a variety of fulfilling professional options. Many students combine a major in religion with a second major or licensure in a professionally-oriented field of study.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 41.

Students may elect courses through the Cooperating Raleigh Colleges.

Major in Religion 30 hours

Three courses chosen from REL 101, 102, 103, 104, 105.	9
REL 201 Introduction to Religious Studies	3
Two courses at the 200 level.	6
Three courses at the 300–400 level	9
REL 497 Senior Seminar.	3

At least one course elected must be a course which focuses on a non-western/eastern religious tradition. Courses which meet this criterion include REL 102, REL 251, REL 252 and REL 351. In addition the department may designate REL 200 and 400 as meeting this requirement when the topic is appropriate. CORE 407 and CORE 408 count towards the 300-400 level course requirement.

Additionally, at least one course in philosophy is recommended.

Teacher licensure is available in B–K and K–6. *See licensure requirements in the School of Education listing.*

MINORS IN RELIGION AND PHILOSOPHY

Religion 18 hours

Two 100 Level Courses	6
One 200 Level Course.	3
One 300 Level Course.	3
Two electives above the 100 level	6

At least one course must focus on a non-western/eastern religious tradition. Courses which meet this criterion include REL 102, REL

251, REL 252 and REL 351. In addition the department may designate REL 200 and REL 400 as meeting this requirement when the topic is appropriate. CORE 407 and CORE 408 count towards the 300-400 level course requirement.

Additionally, at least one course in philosophy is recommended

Philosophy 18 hours

PHI 201 Introduction to Philosophy	3
PHI 251 Ancient Greek Philosophy	3
PHI 252 Modern Philosophy	3
Electives chosen from the following	9

PHI 105 Philosophy of Religion (3)
PHI 205 Political Ideas Seminar (3)
(Prerequisite: ENG 111)
PHI 210 Critical Thinking (3)
PHI 220—Ethics of Love and Justice (3)
PHI 344 Biomedical Ethics (3)
PHI 345 Environmental Ethics (3)
CORE 408 Violence, War and Peace (3)
ECO 324 History of Economic Thought (3)
(Prerequisites: ECO 100 and ECO 101)
PSY 420 Theories of Personality (3)
(Prerequisite: PSY 100)
SOC 489 Social Theory (3)

Or other courses approved by the department head.

— For Philosophy courses, see page 166–167.

— For Religion courses, see pages 174–176.

Sociology and Social Work

Associate Professor Iacono-Harris, Head; Professor Bishop, Social Work Program Director; Associate Professor L. Brown; Assistant Professor Febbo-Hunt; Instructor Rabon.

The Department of Sociology and Social Work offers two degree programs, a Bachelor of Arts (BA) with a major in sociology, and a Bachelor of Social Work (BSW). The BSW is a professional degree, the only baccalaureate degree that prepares graduates for entry into professional social work practice and into MSW programs at the advanced standing level.

The department encourages within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work.

Field projects, community internships, volunteer experiences, service learning and cooperative education placements are available to students to provide them with the knowledge and experience

helpful in planning careers. Students are also encouraged to take a career planning seminar offered through the Career Center.

The Department of Sociology and Social Work is organized into the Sociology Program and the Social Work Program. Goals of each are listed below.

Graduates well grounded in **sociology** will be able to

- Explore ways to improve interpersonal and intercultural understanding and tolerance;
- Understand the role of scholarship in assessment of personal ideas and social policies;
- Utilize knowledge and skills for appropriate selection and application of research methods and statistics;
- Engage in critical thinking skills that distinguish individual and institutional actions and outcomes;
- Apply critical thinking skills to societal patterns of domination and subordination; and
- Utilize knowledge about the social foundations of rewarding and enduring communities.

Upon successful completion of the **social work** program, graduates will demonstrate the ability to

- Apply critical thinking skills within the context of professional social work practice;
- Understand the value base of the profession and its ethical standards and principles and practice accordingly;
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.;
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
- Understand and interpret the history of the social work profession and its contemporary structures and issues;
- Apply the knowledge and skills of generalist social work practice with systems of all sizes;
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
- Analyze, formulate, and influence social policies;
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
- Use communication skills differentially across client populations, with colleagues and in communities;
- Use supervision and consultation appropriate to social work practice; and
- Function within the structure of organizations and service delivery systems and seek necessary organizational change.

RESOURCES

The department houses the Sociology/Social Work research lab, which offers our majors several computers for school work, a small library of

sociology and social work books and journals and a meeting place for students to casually gather for study or dialogue between classes.

CAREER DIRECTIONS

Following graduation, sociology majors have entered graduate programs or have found careers in legal services, research institutes, teaching, urban ministries, public relations, job/community development, and in community agencies serving a wide range of target populations or policy issues.

Social Work graduates have accepted positions in departments of social services, public school systems, hospitals and other health and mental health settings, long-term care facilities, domestic violence and sexual abuse agencies, programs for abused and neglected children, and services to the aging. A growing number of BSW graduates apply and are accepted to advanced standing in MSW programs in North and South Carolina, Virginia, Louisiana, and Maryland.

Students seeking community internships or advanced research opportunities in sociology or social work should consult with an appropriate faculty member to arrange for a special studies option. Students may elect courses through the Cooperating Raleigh Colleges in areas of their special interests.

Major in Sociology

Sociology 39 hours

SOC 230 Principles of Sociology	3
SOC 280 Applied Sociology	3
SOC 374 Social Research Principles	3
MAT 245 Statistics I	
or MAT 248 Statistical Methods for Mathematicians	
or PSY 200 Statistical Methods in Psychology	3
Appropriate prerequisite for Statistics choice	3
SOC 489 Social Theory	3
SOC 496 Seminar in Public Sociology	3
Electives chosen from the following	18

At least two SOC electives at the 400 level must be chosen.

SOC 231 Social Problems (3)	
SOC 260 Cultural Anthropology (3)	
SOC 271 Home & Housing in Mexico (1),	
or SOC 272, Culture and Family in Mexico (1),	
or SOC 273, Education and Family in Mexico (1)	
SOC 299 Into to Research in Sociology (1-3)	
SOC 332 Human Sexuality (3)	
SOC 335 Race and Ethnic Relations (3)	
SOC 337 Corrections (3)	
SOC 338 Sociology of Families (3)	
SOC 340 Aging and Retirement (3)	
SOC 341 Sociology of Religion (3)	
or SOC 346 Anthropology of Religion (3)	
SOC 360 Media, Self and Society (3)	
SOC 420 Gender and Society (3)	
SOC 430 Population Dynamics (3)	
SOC 431 Social Stratification (3)	
SOC 436 Criminology (3)	

SOC 440-449 Selected Topics in Sociology (3)	
SOC 498 Honors Thesis in Sociology (3)	
SOC 499 Research in Sociology (1-3)	

Major in Social Work

Accreditation

The BSW degree is fully accredited by the Council on Social Work Education and prepares students for entry level professional generalist social work practice.

Life and Work Experience: The program does not grant credit for life and work experience in lieu of required social work courses.

ADMISSIONS

Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See social work program director for admissions criteria and procedures.

Only social work majors who have been formally admitted to the program may enroll in social work practice courses (SWK 304, 305, 401) and the field placement and concurrent field instruction seminar (SWK 402, 403).

Social Work 59 hours

BIO 322/342 Human Anatomy and Physiology	4
SOC 230 Principles of Sociology	3
PSY 100 Introduction to Psychology	3
PSY 200 Statistical Methods in Psychology	3
POL 100 American Political Systems	3
SWK 240 Populations-at-Risk & Social Justice	3
SWK 241 Intro to Soc Work & Soc Welfare	3
SWK 302 Social Policy Analysis	3
SWK 304 Generalist Pract w/Individuals	3
SWK 305 Generalist Pract w/Families and Groups	3
SWK 307 HBSE: Infancy – Adolescence	3
SWK 308 HBSE: Adulthood Thru Aging	3
SWK 309 Research Methods for SWK Practice	3
SWK 311 Prep for SWK Field Placement	1
SWK 401 Gen Pract w/Com, Org, Groups	3
SWK 402 Social Work Field Experience	12
SWK 403 Field Placement Seminar	3

MINORS IN SOCIOLOGY AND SOCIAL WORK

Criminal Justice Studies Minor 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors)	3
Electives chosen from the following	9
SOC 337 Corrections (3)	
SOC 335 Race and Ethnic Relations (3)	
POL 300 Law and Society (3)	

- POL 301 Const & Rights of Americans (3)
 POL 305 Intro to Public Administration (3)
 HIS 215 American History Since 1876 (3)

Sociology Minor 18 hours

- SOC 230 Principles of Sociology required 3
 At least one SOC elective at the 400-level 3
 Open electives in sociology
 (see electives with restrictions above) 12

Teacher licensure is available in B–K and K–6. See *licensure requirements in the School of Education listing*.

- For *Sociology* courses, see pages 178–180.
 —For *Social Work* courses, see pages 176–178.

Women's Studies

Professor Shapiro, Director

Women's Studies is an interdisciplinary field that draws on the social and natural sciences, humanities and the arts. The Women's Studies program integrates the study of women's lives with the general curriculum. Study in the program provides a forum in which women's issues are discussed and debated. The Women's Studies program welcomes students to address sexual, cultural, racial, and ethnic differences in an interdisciplinary framework. Because women's studies cuts across most areas of knowledge, students can raise similar questions within different disciplines, and by using various methodologies achieve a deeper understanding of the complexity and wholeness of human experience. The field not only compels us to recognize the problems and possibilities of the world in which we live, but also empowers us to change the world. Finally, The Women's Studies program seeks to create a community that offers intellectual stimulation at Meredith by hosting visiting exhibits, providing internship experiences, concerts, readings, lectures, symposia, and conferences.

The Women's Studies program offers a major and a minor, which provide an excellent foundation for students who plan on entering professional schools in law, medicine and business; on pursuing advanced degrees in Women's Studies, the Humanities, and Social Sciences; or moving into careers in business, government, teaching, health and fitness, social administration, counseling and advocacy. Students may choose from the designated catalogue courses or gain approval from the Director of Women's Studies for special studies, honor's thesis, individual study, internships and service learning projects. The Women's Studies program is designed to allow the student to progress through a sequence of experiences as they

- analyze the complex ways in which gender is socially constructed and contextualized within different dimensions of experience—particularly family, race, ethnicity, class, and sexuality;
- examine complex situations of women in diverse cultures and their interdependence in an era of globalization;
- critique the socially constructed and situated nature of knowledge, and claims of truth;
- explore their own voice by connecting theory and practice—intellectually, ethically, politically, personally, and professionally;
- connect Women's Studies to the history of feminist movements and contemporary scholarship; and

- apply research methodologies to generate epistemological perspectives in Women's Studies.

Major in Women's Studies 30–33 hours

Students who major in Women's Studies must take the CORE Curriculum; the remaining elective credits must be selected in such a way that they give coherence and focus to their program of study. Such focus must be discussed with and approved by the Women's Studies Director

Core 12 hours:

- WST 200 Reading Women's Lives; Introduction
 to Women's Studies 3
 WST 300 Contemporary Feminist Theories 3
 WST 490 Selected Topics in Women's Studies 3
 WST 499 Research in Women's Studies 3
 Students may fulfill this **a)** as a WST 499 course or **b)** incorporate
 Women's Studies scholarship as a significant dimension of a senior
 project done within the context of another major.

Electives 21 additional hours

(12 credit hours at the 300 level or higher)

Approved Women's Studies courses that are listed in the current catalogue or course schedule.

Recommended:

- *WST 472 Women's Studies Service Project (1–3 hours)

MINOR IN WOMEN'S STUDIES 18 HOURS

Core 6 hours

- WST 200 Reading Women's Lives;
 Introduction to Women's Studies. 3
 WST 300 Contemporary Feminist Theories 3
Electives 12 additional credit hours
 (9 credit hours at the 300 level or higher)
 Approved Women's Studies courses that are listed in the current
 catalogue or course schedule.

Following is a list of approved courses.

- ART 324 Women in Visual Arts
 COM 375 Gender Communication
 ECO 335 Gender and the Economy
 ENG 359 Seminar in American Women Writers
 (Prerequisites: ENG 111, ENG 200 and ENG 270)
 FCS 355 Family Resource Management
 FRE 309 French Women Writers
 (Prerequisite: FRE 206)
 HED/WST 320 Our Bodies—Our Lives; Shaping Female Identity
 PSY 212 Psychology of Gender Roles
 (Prerequisite: PSY 100)
 REL 268 Women in the Bible
 REL 283 Women in the Christian Tradition

REL 497 Senior Seminar—Global Christian Feminist Theology
SOC 231 Social Problems
SOC 332 Human Sexuality
SOC 338 Sociology of the Family
SOC 360 Media, Self and Society
SOC 420 Gender and Society
SOC 430 Population Dynamics
SWK 240 Populations at Risk and Social Justice
WST 299 Research in Women's Studies
WST 472 Women's Studies Service Project
WST 495 Crossing Borders; Women Making Change in a Global World
WST 498 Honor's Thesis in Women's Studies
WST 499 Research in Women's Studies

—For Women's Studies courses, see page 184.

Course Descriptions

Subject Codes

ACC . . . Accounting	CPS . . . Career Planning	FL . . . Foreign Language	ITA . . . Italian	REL . . . Religion
ARB . . . Arabic	CS . . . Computer Studies	FMD . . . Fashion Merchandising and Design	LAT . . . Latin	SCI . . . Science
ART . . . Art	DAN . . . Dance	FN . . . Foods and Nutrition	LEG . . . Legal Studies	SOC . . . Sociology
BIO . . . Biology	DAT . . . Dance and Theatre	FRE . . . French	MAT . . . Mathematics	SPA . . . Spanish
BK . . . Birth-Kindergarten Licensure	ECO . . . Economics	FYE . . . First Year Experience	MRE . . . Medieval & Renaissance Studies	SWK . . . Social Work
BUS . . . Business	EDU . . . Education	GEO . . . Geoscience	MUA . . . Applied Music	THE . . . Theatre
CD . . . Child Development	ENG . . . English	GER . . . German	MUE . . . Music Ensembles	WST . . . Women's Studies
CHE . . . Chemistry	ENS . . . Environmental Studies	HED . . . Health	MUS . . . Music	
CHI . . . Chinese	EPI . . . Ethics in the Public Interest	HIS . . . History	PED . . . Physical Education	
COE . . . Cooperative Education	ESS . . . Exercise and Sports Science	ID . . . Interior Design	PHI . . . Philosophy	
COM . . . Communication	FCS . . . Family & Consumer Science	IDS . . . Interdisciplinary Studies	PHY . . . Physics	
CORE . . . General Education Core			POL . . . Political Science	
			PSY . . . Psychology	

Accounting

ACC-220 Financial Accounting (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of basic accounting principles, accounting cycle, and preparation, interpretation, and analysis of financial statements. Not open to freshmen except by permission of the Department Head.

ACC-221 Managerial Accounting (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: ACC-220.

ACC-325 Accounting Procedures, Systems, and Controls (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the technical aspects of accounting, basic accounting procedures, accounting cycle, and business transactions. Use of special journals and subsidiary ledgers, standard setting, professional ethics, and an introduction to the use of computerized accounting software. Prerequisite: ACC-220.

ACC-330 Intermediate Accounting I (3.00 cr.)

(Fall, Course Offered Every Year)

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and

principles; short-, intermediate-, and long-term obligations; and investments. Prerequisite: ACC-220 with a C or better or with instructor's permission. Corequisite: ACC-325.

ACC-331 Intermediate Accounting II (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of ACC-330, featuring topics such as income measurement and valuation issues related to stockholders' equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisite: ACC-330 with a C or better.

ACC-333 Cost Accounting (3.00 cr.)

(Spring, Course Offered Every Year)

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisite: ACC-221.

ACC-336 Federal Taxation of Individuals (3.00 cr.)

(Fall, Course Offered Every Year)

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: ACC-220.

ACC-337 Federal Taxation of Corporations and Partnerships**(3.00 cr.)***(Spring, Course Offered Every Year)*

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates, and trusts.

Prerequisite: ACC-336.

ACC-436 Selected Topics in Accounting**(3.00 cr.)***(Fall, Course Offered Every Year)*

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, income tax allocations, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: ACC-331.

ACC-437 Advanced Accounting**(3.00 cr.)***(Varies, Contact Department Head)*

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities, and voluntary health and welfare organizations. Prerequisite: ACC-325.

ACC-438 Auditing**(3.00 cr.)***(Spring, Course Offered Every Year)*

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. May be taken without prerequisite class with permission of the instructor. Prerequisite: ACC-325.

ACC-498 Honors Thesis in Accounting**(3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of accounting. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ACC-499 Research in Accounting**(1.00–3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Arabic**ARB 101, Elementary Arabic I****(3.00 cr.)***(Varies, Contact Department Head)*

The first of two Arabic language courses. Students will focus largely on Arabic script recognition, listening exercises, and proper pronunciation. Students will also study basic grammatical structures and texts in Modern Standard Arabic (MSA), enhancing communication and listening skills

(using both MSA and Egyptian Arabic). A proficiency-based course that includes all four language skills (speaking, listening, reading, and writing). Prerequisites: none. (Any student with prior experience in Arabic should contact the instructor for an informal placement test.)

ARB 102, Elementary Arabic II**(3.00 cr.)***(Varies, contact department head)*

The second of two Arabic language courses. A proficiency-based course covering all four language skills (speaking, listening, reading, and writing). Emphasis is placed on active use of the language in and outside of class. In addition, students will also learn about aspects of Arab culture through Arabic-language media and Arabic-related web sites. Prerequisite: Arabic 101 or equivalent. (Any student with prior experience in Arabic should contact the instructor for an informal placement exam.)

Art**ART-101 Drawing I****(3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

A study of basic drawing techniques and fundamental concepts and relationships within the pictorial composition. Six studio hours per week. Studio fee assessed.

ART-105 Two-Dimensional Design**(3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation using predominantly black and white and gray scale and a variety of media. Six studio hours per week. Studio fee assessed.

ART-130 Photography I**(3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing black and white film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Students must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds and lens openings. Six studio hours per week. Studio fee assessed.

ART-142 History of Architectural Interiors & Furnishings**(3.00 cr.)***(Fall, Course Offered Every Year)*

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ID-142.

ART-144 Interior Design I**(3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Also offered as ID-144. Prerequisites: ART-101. Corequisite courses: ART-101.

ART-160 Ceramics I**(3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. May be repeated for credit. Six studio hours per week. Studio fee assessed.

ART-200 Computer Literacy for Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In this course students will become knowledgeable about how to use the computer as a tool for design solutions. Students will explore basic design principles with typography and image manipulation. Students will work with their own art and images to learn how to efficiently and economically scan, manipulate, digitize, organize, design, and print their own artwork with the computer. Students will learn basics of the editing software Adobe Photoshop, InDesign, Illustrator and web design software. Studio fee assessed.

ART-201 Drawing II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. May be repeated once for credit to explore additional media, techniques and processes with permission of instructor. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101.

ART-206 Color Theory (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105.

ART-207 Three-Dimensional Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the elements and principles of three-dimensional design. The various degrees of three-dimensional form are explored through reliefs to works that are in-the-round. Both fine and applied art objects are constructed in a variety of materials and construction processes. Students develop their sensitivity and awareness of spatial environments that transfer into many other fields and disciplines. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101 and ART-105.

ART-210 Painting I (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to basic oil painting techniques. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206.

ART-220 Topics in Non-Western Art (3.00 cr.)
(Spring, Course Offered Every Year)

Rotating topics focusing on the art from non-western societies, such as India, Japan, China and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

ART-221 Survey Western Art: Ancient-Early Renaissance (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 2400 B.C. to 1500 A.D. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-222 Survey Western Art: High Renaissance-Modern (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 1450 to the post-modern present. In addition to examining art within its historical context and exploring human cultural diversity,

students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-230 Photography II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-130, with an emphasis on the pursuit of photography as a fine art form. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: ART-130.

ART-240 Graphic Design I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course introduces students to various aspects related to the graphic design discipline with an emphasis on the relationship between form and communication as a means to visual problem-solving. Visual explorations take place through the creation of theoretical and applied projects. Six studio hours per week. Studio fee assessed. Prerequisites: ART-105, ART-200.

ART-244 Fundamental Concepts of Art (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Children's developmental stages, as expressed through art, will be the framework for exploring how visual symbols develop, how art materials are used and how both symbols and techniques become increasingly complex throughout childhood. It will also address the reasons why many adults are afraid of creating art. Students will retrace the developmental process themselves through experimentation with art materials appropriate for use at different ages. Required for all K-6 licensure students.

ART-245 Typography I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105, and ART-200.

ART-248 Illustration (3.00 cr.)
(Fall, Course Offered Every Year)

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206 or ID-243.

ART-260 Ceramics II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the techniques and concepts encountered in ART-160. Emphasis will be placed on gaining depth of experience and a personal approach. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-160.

ART-270 Fibers (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to techniques of surface design on fabric. Through production of one-of-a-kind textile pieces, students learn fabric processes such as dyeing, painting, stamping, stenciling, screen printing, serti, batik and tie-dye and digital printing on fabric. The course also includes study of contemporary and historical textiles from around the world. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206.

ART-275 Metals and Jewelry (3.00 cr.)
(Spring, Course Offered Every Other Year)

An introduction to traditional metal and jewelry techniques. With an emphasis on design and research, students will learn the use of tools and equipment to create jewelry and small-scale objects. The course will enable students to develop skills such as design layout and facility with a variety of precious and non-precious materials through the creation of one-of-a-kind pieces. Techniques may include: sawing, fabrication, casting, enameling, and surface embellishment. This course may be repeated for credit. Repeat students will be encouraged to develop more complex work and research. Six studio hours per week. May be taken without prerequisite course with permission from the instructor. Studio fee assessed. Prerequisites: ART-105, ART-206.

ART-299 Introduction to Research in Art (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to pursue original research in the field of art. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience appropriate to the field of artistic study, such as a paper or artistic object or performance and a presentation or exhibition. A research proposal form completed by the student and the faculty mentor is required. Prerequisites: ART-101, ART-105 and ART-221 or ART-222.

ART-301 Figure Drawing (3.00 cr.)
(Spring, Course Offered Every Year)

This studio course is an introduction to life drawing for the intermediate drawing student. Working from a model, students will develop an understanding of the structure, proper proportion and anatomy of the human figure. This course will also explore the expressive potential of the human form. Prerequisites: ART 101.

ART-310 Painting II (3.00 cr.)
(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-210 with an emphasis on furthering skill and individual expression. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-210.

ART-315 History of Costume (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century. Also offered as FMD-315.

ART-323 Topics in Art History (3.00 cr.)
(Spring, Course Offered Every Year)

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from four major periods: ancient, medieval, renaissance, and baroque. Beyond gaining an understanding of the historical and theoretical foundations of the art works from a particular period, students will also become acquainted with many other contextual factors, including aspects of religious, social, political, and economic life. May be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-324 Topics in Modern Art History (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A variety of subjects related to art, women, and contemporary aesthetic and societal issues will be addressed. Beyond gaining a better understanding of the historical and theoretical foundations of modern art, this course seeks to help each student become more proficient in analytical

and critical skills of thinking and writing. Topics are on rotation and may be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-330 Photographic Techniques & Processes (3.00 cr.)
(Fall, Course Offered Every Year)

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. [ART-230 is not required to take this course.] May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-130.

ART-340 Graphic Design II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This intermediate-level course exposes students to specific aspects related to the graphic design discipline and stresses the relationship between form and communication as a means to visual problem-solving. Emphasis is placed on identifying and reaching specific audiences by creating imagery combined with typography. Visual explorations take place through the creation of theoretical and applied projects. Studio fee assessed. Prerequisites: ART-240, Art-245.

ART-342 Digital Imaging I (3.00 cr.)
(Fall, Course Offered Every Year)

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and materials will be covered. Six studio hours per week. Studio fee assessed. Prerequisites: ART-105, ART-130 and ART-200.

ART-345 Typography II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This intermediate-level course requires students to resolve design problems by creating typographic solutions as the primary vehicle for expressive and functional communication. Emphasis is placed on typographic systems and publication design. Visual explorations take place through the creation of theoretical and applied projects. Studio fee assessed. Prerequisites: ART-245.

ART-350 Printmaking (3.00 cr.)
(Spring, Course Offered Every Year)

Emphasis on non-toxic intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. May be repeated for credit with permission from the instructor. Studio fee assessed. Six studio hours per week. Prerequisite: ART-206.

ART-365 Sculpture (3.00 cr.)
(Fall, Course Offered Every Year)

An introduction to sculptural forms and object making. Traditional and contemporary materials and processes will be explored that may include: clay modeling, hot and cold casting, wood or stone carving, hot and cold metal fabrication and assembling, and mixed-media. Relationships between concept, visual organization and materials are studied. This course may be repeated for credit to investigate additional media, techniques and processes to develop a more advanced body of work and personal narrative. Six studio hours per week. Studio fee assessed. Prerequisites: Art 160 or Art 207 or permission of instructor.

ART-396 Junior Seminar (2.00 cr.)
(Spring, Course Offered Every Year)

All junior level art majors must complete this course prior to taking Art 496 Professional Practices. Students will review and assess strengths in their work and identify areas for additional studies in upper level

studio courses and/or research during their senior year. Seminar topics include: topics on the professional careers, theory and practice, the creative process, and post graduate studies. Students will create work based on their assessed strengths, prepare written and oral presentations and begin documenting their portfolios using digital media. This course is Writing Intensive (WI). Art History minors are exempt from taking this course. Prerequisites: The student must have enough credit hours to be deemed a Junior and have declared a major in Art.

ART-405 Colton Review (2.00 cr.)
(Spring, Course Offered Every Year)

This course provides a real-world design experience that includes collaborating with the English Department to produce a printed document for Meredith College. The Colton Review Journal of Art, Literature and Opinion. Students work in teams to fulfill the roles of art director(s), graphic designers/production artists, and arts administrations. Prerequisites: ART-340, ART-345

ART-425 Draping (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as FMD-425. Prerequisites: FMD-115 or ART-427.

ART-427 Apparel Design (3.00 cr.)
(Spring, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as FMD-427. Prerequisite: FMD-115.

ART-440 Graphic Design III (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This advanced-level course exposes students to specific aspects related to the graphic design discipline and stresses the relationship between form and communication as a means to visual problem-solving. Special emphasis is placed on the social/cultural role graphic designers play in their communities and their world. Visual explorations take place through the creation of theoretical and applied projects. Studio fee assessed. Prerequisite: ART-340.

ART-450 Interactive Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A graphic design studio devoted to the specialized image, text, and software requirements needed for web design. Students will design, build and upload a multi-page web site. This course stresses the basics of web graphics and interactive web-based environments that demonstrate an understanding of navigation, design, usability, and functionality within a creative framework. Studio fee assessed.

ART-480 Digital Photography (3.00 cr.)
(Spring, Course Offered Every Year)

This advanced-level course provides students with a strong foundation in the latest digital workflow methods, from advanced digital capture and image editing to master digital printing. Emphasis is placed on exploring digital photography as a medium for creative expression. A digital SLR camera with at least 5-megapixel resolution, histogram display and manual capability (adjustable shutter speeds and lens openings) is required for this course. A limited number of digital SLR cameras are available for student use on a rotating basis for students without cameras. Studio fee assessed. Prerequisites: ART-105, ART-130, ART-200, ART-342.

ART-490 Senior Thesis (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

In this senior-level course students will create a self-directed culminating graphic design project. The thesis will require a proposal that will need to be approved by the graphic design faculty in order for the student to begin working on her thesis. Each thesis project will require a well-designed thesis summary paper that outlines her process, research, and results with themes that are important to the student and the community. Graphic Design students should register one semester before they graduate. Prerequisite: Senior Status.

ART-492 Art History Theory and Methods (3.00 cr.)
(Spring, Course Offered Every Year)

Art History Theory and Methods is a required course for all students minoring in art history and should be taken in the junior or senior year, preferably before the thesis is undertaken. The goal of this course is to examine the discipline and practice of art history. The course structure places emphasis not only on reading about the historical and theoretical bases of the discipline, but also on teaching students to identify methods used by various authors and to apply the methods they read about to actual works of art. The assigned readings acquaint students with a broad spectrum of approaches to art history. It is hoped that students will identify and define their goals as an art historian and begin to approach problems with a self-aware focus. Beyond identifying their own mode of inquiry, each student will become more skilled at recognizing the types of approaches used by other art historians (or academics in any field), noting their strengths, weaknesses, and biases. A/F grading. Prerequisites: ART-221 or 222, ART-323 or 324

ART-495 Portfolio Photography (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course provides students with the basic information necessary for making high quality digital slides of both two-dimensional and three-dimensional artwork. Emphasis is placed on the preparation and presentation of a professional slide portfolio. Topics include use of the digital SLR camera, the copy stand, lighting, metering with a gray card, exposure, depth-of-field, and preparing digital slide files. Students should complete the course with excellent skills for photographing all types of artwork. Studio fee assessed. Prerequisite: Senior Status.

ART-496 Professional Practices (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

All Art students should register for this course during their senior year in their last semester. Students will learn and implement professional procedures for the exhibition of artwork, learn the business basics for the business of art, understand the legal rights and procedures for the artist, practice presentation and marketing methods, develop strategies for success post-graduate in chosen concentration area, and demonstrate technical mastery by exhibiting work in a juried group exhibition. A professional from the outside arts community will jury the spring exhibition to be held in the Frankie G. Weems Gallery. Students taking this course in the fall are invited to submit their work for a juried spring exhibition or have their own exhibition in the halls of Gaddy-Hamrick Art Center in the fall semester. Prerequisites: ART-396 and Senior status in their last semester.

ART-498 Honors Thesis in Art (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to seniors or qualified juniors in the Honors and/or Teaching Fellows programs majoring in art. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper, artistic object or performance, and an exhibition or presentation. The

project must meet Honors Program thesis requirements as well as the expectations of the art department faculty. Prerequisites: ART-206, ART-221 or ART-222.

ART-499 Junior & Senior Research in Art (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors, or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper or artistic object or performance and an exhibition or presentation. The precise nature of the culminating activity is dependent upon the artistic field and inquiry of study as deemed appropriate by the faculty mentor. A research proposal form completed by the student and the faculty mentor is required. May be repeated for credit for a total of six semester hours. Prerequisites: ART-206, ART-221 or ART-222.

ART-734 Foundations of Art Education (3.00 cr.)
(Course offered every third semester)

All Art Education, pre-art therapy, and students working toward licensure in art education are required to complete this course. Students will learn about the history of art education and various educational movements that have impacted the teaching of art in the public schools. Students will investigate the developmental stages as they impact artistic development in students, the teaching of art to diverse and exceptional students, theories of art instruction, art room practices, and issues and trends. Prerequisites: 15 hours of studio courses.

ART-735: Teaching and Methods: Art PreK–5 (3.00 cr.)
(Course offered every third semester)

The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and extensive early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Twelve hours of studio art must be completed prior to registering for this class. Offered in rotation with ART-734, ART-736. Studio fee assessed. Prerequisites: ART-221 or ART-222.

ART-736: Teaching and Methods: Art in Grades 6–12 (3.00 cr.)
(Course offered every third semester)

A study of teaching methodologies appropriate for middle and high school students through research, practicum situations, and extensive early field experiences. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards, computer competencies and curriculum development are among topics covered. Twelve hours of studio art must be completed before registering for this course. Studio fee assessed. Offered in rotation with ART-734 and ART-735. Prerequisites: ART-221 or ART-222.

Biology

BIO-105 Modern Biological Concepts (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to biological concepts designed for non-science majors. This course presents the central principles of biological theory: Cell structure and metabolisms, reproduction, genetics, biodiversity, ecology and evolution in relation to current issues. The course provides students with an understanding of the living world through the process of science. Three lecture hours per week. Corequisite: BIO-145.

BIO-110 Principles of Biology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introductory biology course designed for students with interest in pursuing a major in science. This course provides a rigorous scientific basis for the central concepts of biology and prepares students with a foundation for further study. Areas of study include biochemical aspects of cells, eukaryotic cellular structure, principles of cellular reproduction, mechanisms of inheritance, and processes of energy production and utilization. Three lecture hours per week. Corequisite courses: BIO 151.

BIO-145 Modern Biological Concepts Laboratory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introductory laboratory designed for non-science majors. Laboratory exercises designed to illustrate the principles considered in BIO-105. Topics include cellular structure, respiration and photosynthesis, ecological relationships, DNA structure and function, cellular reproduction, genetics, and evolution. Meets two hours per week. Corequisite BIO-105.

BIO-151 Principles of Biology Laboratory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introductory laboratory designed for students with interest in pursuing a major in science. Laboratory exercises designed to illustrate the principles considered in BIO-110. Topics include cellular structure, respiration, photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Meets two hours per week. Corequisite course: BIO-110.

BIO-203 Disease, Death and Sex in the Middle Ages (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course investigates how epidemic diseases shape human societies, and how continued cultural and technological innovation create conditions favorable for such epidemics. Two disease complexes constitute the primary focus of the course: Black Death for the Middle Ages and Syphilis for the Renaissance. These will also serve as historical models for understanding current emerging diseases such as HIV, SARS, West Nile Virus, Mad Cow, and Ebola. Prerequisite: Any lab science course.

BIO-204 Women in Science (3.00 cr.)
(Fall odd numbered years)

A course that delves into the role of women in science throughout history. Students will examine the relationships of women to society in general and to science as it evolved through changing societies. The lives of an assortment of women who contributed to scientific advance will be examined. Three lecture hours per week. Prerequisites: any Laboratory science.

BIO-205 Biology and Society (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Recent advances in biology and medicine are creating many new and complex social issues and conflicts. Developing a community of concerned responsibility to resolve these issues requires an understanding of the underlying biological principles involved and of the various potential solutions. Through a series of selected topics Biology and Society will present the pertinent basic biological concepts and will foster discussion of values and issues involved in making personal decisions about each topic. Prerequisite: Any lab science course.

BIO-208 Human Anatomy and Physiology I (3.00 cr.)
(Fall and Summer—course offered every year)

A lecture course on the functional anatomy of human cells and tissues, organization of the body, the integument, the skeletal system, muscular system, nervous system and sensory structures. The perspective of the

course is on the relationship between structure and function, adaptation through evolution, and homeostasis. Three lectures per week. Corequisites: BIO 248

BIO-209 Human Anatomy and Physiology II (3.00 cr.)
(Spring and Summer – course offered every year)

A lecture course on the functional anatomy of the endocrine system, reproductive system, digestive system, respiratory system, excretory system, and circulatory system. The perspective of the course is on the relationship between structure and function, adaptation through evolution, and homeostasis. Three lectures per week. Prerequisite: BIO 208, BIO 248. Corequisite: BIO 249

BIO-211 Plant Biology (3.00 cr.)
(Fall, Even-Numbered Years Only)

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as fungi and algae. Three lectures per week. Prerequisites: BIO-110, BIO-151. Corequisite courses: BIO-241.

BIO-215 Tropical Ecosystems (3.00-4.00 cr.)
(Summer – odd numbered years)

An interdisciplinary field biology course with focus on tropical ecosystems, natural history, and conservation. The ecological complexity of the tropics, the patterns of species diversity and the types of species interactions that characterize these systems are discussed, as well as how these ecological processes are affected by human activities. The approach is experiential, with emphasis on developing scientific skills of observation, analysis, and critical thinking, and applying them to field research. Study abroad course. Prerequisites: BIO 110 and BIO 151; or other Lab Science upon permission by instructor.

BIO-222 Animal Biology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A comparative phylogenetic study of protozoans and animalians. For each taxon structural and functional consideration will be given to the systems of maintenance, activity, and continuity. The course will also emphasize the ecology, behavior, and evolution of each group. Prerequisites: BIO-110, 151. Corequisite: BIO-242. Three lecture hours per week.

BIO 225 Environmental Science (4.00 cr.)
(Fall – course offered every year)

Application of scientific principles to the study, conservation, and management of the environment with emphasis on critical thinking and problem solving used to study this broad field. Three class hours and three laboratory hours per week. Prerequisite courses: Any lab science course.

BIO-241 Plant Biology Laboratory (1.00 cr.)
(Fall, Even-Numbered Years Only)

Laboratory study of plants to illustrate and supplement lecture material presented in BIO-211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Three laboratory or field trip hours per week. Prerequisites: BIO 110, 151 Corequisite courses: BIO-211.

BIO-242 Animal Biology Laboratory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Laboratory studies include specific reference to classification, structure, function, ecology and phylogeny of the major animalians. Special emphasis is placed on the observation of living animals. Three laboratory hours per week. Prerequisites: BIO 110, 151. Corequisite: BIO-222.

BIO-248 Human Anatomy and Physiology I Laboratory (1.00 cr.)
(Fall and Summer – course offered every year)

Students examine the functional anatomy of cells and tissues; the organization of the body; homeostasis; the integument; the skeletal system, histology and development of bone; micro anatomy and physiology of muscle; origin, insertion and actions of muscles, articulations and body movement; functional organization and histology of the nervous system and sensory structure including the integument, nose tongue, ear and eye; light microscopy; physiological recording of simple muscle contractions, electromyographs, and reflex arcs; bone surface features; and cat or sheep dissection of muscle, the brain, and the eye. Three laboratory hours per week. Corequisites: BIO 208.

BIO-249 Human Anatomy and Physiology II Laboratory (1.00 cr.)
(Spring and Summer – course offered every year)

Students examine the functional organization and histology of the endocrine system, reproduction in the male and female; hormonal control of reproduction; functional organization and histology of the digestive system (including digestion, absorption and utilization), gas exchange, urinary system, and circulatory system; physiological recordings to include spirometry, respirometry, urinalysis, blood pressure, plethysmography, and electrocardiography; and, cat or sheep dissection of the heart and kidney. Three laboratory hours per week. Prerequisites: BIO-208, BIO 248. Corequisites: BIO 209.

BIO-251 Cell Biology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescence, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, information flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Three lecture hours per week. Prerequisites: BIO-110 BIO-151 CHE-111 CHE-141.

BIO-252 Human Genetics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A presentation of the basic concepts of human genetics including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. MAT-144 is a recommended prerequisite. Three lectures per week. Prerequisite: Any laboratory science.

BIO-254 Evolution-Biological Systems (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. Three lecture hours per week. Prerequisites: BIO-110 BIO-151.

BIO-256 Techniques in Microscopy (1.00 cr.)
(Fall, Course Offered Every Year)

The microscope and microscopy [techniques] are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal

cal, scanning electron, and transmission electron microscopy. One practicum hour per week. Prerequisites: BIO-110, BIO-151.

BIO-258 Techniques in Tissue Culture (1.00 cr.)
(Spring, Course Offered Every Year)

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and fusion of protoplasts, and other current plant tissue culture techniques. Three practicum hours per week. Prerequisites: BIO110, BIO-151.

BIO-299 Research Development (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A research development and seminar course in which freshman and sophomore level students explore processes and mechanisms for conducting original laboratory, field, or library based research. Students are required to present their findings orally and in written form. May be repeated for credit for a maximum of four semester hours. Prerequisites: BIO-110, BIO-151.

BIO-311 Histology (3.00 cr.)
(Spring, Even-Numbered Years Only)

A combined lecture-laboratory course. The microanatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and microtechnique, and are responsible for tissue and organ recognition and critical interpretation. Students are given a comprehensive set of prepared slides for detailed study. Three lecture-laboratory hours per week. Prerequisites: BIO-110, BIO-151.

BIO-314 Parasitology (4.00 cr.)
(Spring, Odd-Numbered Years Only)

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. Prerequisites: BIO-110, BIO-151

BIO-321 Comparative Vertebrate Anat. (2.00 cr.)
(Fall, Course Offered Every Year)

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Three lectures per week. Prerequisites: BIO-110, BIO-151. Corequisite courses: BIO-345.

BIO-322 Human Anatomy and Physiology (3.00 cr.)
(Spring, Course Offered Every Year)

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Three lectures per week. Corequisite courses: BIO-342.

BIO-323 Vertebrate Physiology (3.00 cr.)
(Fall, Course Offered Every Year)

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and

muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Three lectures per week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: BIO-343.

BIO-326 Principles of Ecology (3.00 cr.)
(Spring – even numbered years)

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Three lectures per week. Prerequisites: BIO-110, BIO-151, CHE -111, CHE-141, MAT-211. Corequisite BIO-346.

BIO-334 Microbiology (3.00 cr.)
(Spring, Course Offered Every Year)

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Three lectures per week. Prerequisites: BIO-110, BIO-151, BIO-251, CHE-111, CHE-141, CHE-112, CHE-142 Corequisite BIO-344.

BIO-342 Human Anatomy and Physiology Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Three laboratory hours per week. Corequisite courses: BIO-322.

BIO-343 Vertebrate Physiology Lab (1.00 cr.)
(Fall, Course Offered Every Year)

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Three laboratory hours per week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: BIO-323.

BIO-344 Microbiology Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Three laboratory hours per week. Prerequisites: BIO-110, BIO-151, BIO-251, CHE-111, CHE-141, CHE-112, CHE-142 Corequisite BIO-334.

BIO-345 Comparative Vertebrate Anatomy Lab (2.00 cr.)
(Fall, Course Offered Every Year)

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Three laboratory hours per week. Prerequisites: BIO-110, BIO-151. Corequisite courses: BIO-321.

BIO-346 Principles of Ecology Laboratory (1.00 cr.)
(Spring – even numbered years)

Laboratory studies of ecosystems to supplement lecture material presented in BIO-326 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Three laboratory or field trip hours per

week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141, MAT-211. Corequisite BIO-326.

BIO-356 Techniques in Molecular Biology and Biotechnology (4.00 cr.)
(Fall, Course Offered Every Year)

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those interested in environmental or health issues. Prerequisites: BIO-110, BIO-151, BIO 251, CHE-111, CHE-141, CHE-112, CHE-142.

BIO-358 Aquatic Field Studies (2.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides experience in the techniques required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. One three-hour field meeting per week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245 or MAT-248.

BIO-359 Terrestrial Field Studies (2.00 cr.)
(Spring, Odd-Numbered Years Only)

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. One four-hour field meeting per week. Prerequisites: BIO-110, BIO-151, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245 or MAT-248.

BIO-399 Biology Seminar (1.00 cr.)
(Spring – course offered every year)

An upper level seminar course that focuses on one of the major modern biological themes. One seminar hour per week. Prerequisite courses: Completion of 16 hours in the sciences.

BIO-421 Scanning Electron Microscopy (2.00 cr.)
(Spring – course offered every year)

The course is a comprehensive introduction to the theory and use of the techniques of scanning electron microscopy. The course is for students from a variety of disciplines, including but not limited to biology, chemistry, art, and human environmental science. Topics include history of SEM, electron optics (gun, lenses, probes, current), electron beam interactions (scattering and volume), image processing and optimization, critical point drying, and sputter coating. Designed as an instrumentation course it is necessary that students gain hands on knowledge of the SEM by completing a project. Each student will prepare a poster of her project results for presentation on the Day Celebrating Student Achievement. Three hours instruction per week. Prerequisites: BIO 110, BIO 151 or BIO 105, BIO 145. Junior or Senior status required. Enrollment must be limited to 10 students.

BIO-431 Genetics (3.00 cr.)
(Fall, Course Offered Every Year)

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. MAT-144 or the equivalent is a recommended prerequisite. BIO-461 is a corequisite for Biology majors. Prerequisites: BIO-110, BIO-151.

BIO-436 Biochemistry (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic inter-relationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as CHE-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-110, BIO-151.

BIO-438 Advanced Biochemistry (3.00 cr.)
(Spring – course offered every year)

The second part of a 2-part course in Biochemistry, this advanced course is designed to prepare students for graduate study and careers in the fields of Biochemistry & Molecular Biology. The course will present topics in modern Biochemistry including bio-molecular structure, enzyme catalysis, bioenergetics, biosynthesis of bio-molecules, and culminate with a discussion of special topics such as cellular signal transduction. Three lectures per week. Prerequisites: BIO 110, 151, 251, CHE 111, 141, 112, 142, 221, 241, 222, 242, BIO/CHE 436, 446. Corequisite: BIO/CHE 448

BIO-446 Biochemistry Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as CHE-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141. Corequisite courses: BIO-436.

BIO-448 Advanced Biochemistry Laboratory (1.00 cr.)
(Spring – course offered every year)

The second of a 2-part laboratory course in Biochemistry, this advanced course is designed to prepare students for graduate study and careers in the fields of Biochemistry & Molecular Biology. A collection of laboratory exercises designed to provide practical exposure to techniques in advanced enzyme kinetics & inhibition, structural biochemistry using mass spectrometry & NMR, and techniques in protein expression, purification & analysis, as well as molecular modeling techniques. Three laboratory hours per week. Prerequisites: BIO 110, 151, 251, CHE 111, 141, 112, 142, 221, 241, 222, 242, BIO/CHE 436, 446. Corequisite: BIO 438.

BIO-461 Genetics Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Collection of laboratory exercises designed to provide practical exposure to some of the general principles considered in BIO-431. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. MAT-144 or the equivalent is recommended. Three laboratory hours per week. Prerequisites: BIO110, BIO-151. Corequisite courses: BIO-431.

BIO-498 Honors Thesis in Biology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty.

BIO-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form.

Birth-Kindergarten Licensure

BK-337 Observation of Young Children (3.00 cr.)
(Fall, Course Offered Every Year)

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques to assess adult-child and child-child interactions, assessment of play, and environmental assessment will be presented. Students will develop an assessment portfolio for individual children. Prerequisites: PSY-210 or PSY-310, and CD-234, CD-334.

BK-341 Variations in Early Development (3.00 cr.)
(Spring, Course Offered Every Year)

An examination of biological and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed. Prerequisites: PSY-210 or PSY310, and PSY-312, CD-234, CD-334. Corequisite courses: CD-340, BK-342.

BK-342 Practicum (1.00 cr.)
(Spring, Course Offered Every Year)

Placements are in a variety of center-based settings that serve children of varying ages and abilities. This field-based experience will give students the opportunity to conduct observations designed to assess how the learning environment supports development and can be modified to meet individual children's needs. Prerequisites: PSY-210 or PSY-310, and PSY-312, CD-234, CD-334. Corequisite courses: CD-340, BK-341.

BK-350 Emergent Literacy and Technology Integration (3.00 cr.)
(Spring, Course Offered Every Year)

This course focuses on the development of reading and writing processes from birth through kindergarten and how technology can be integrated across the curriculum. This course gives students a deeper understanding of the theory, research and recommended practices behind emergent literacy, focusing on the development of reading and writing. Students will develop an initial electronic teaching portfolio and will conduct literacy and technology activities in inclusive preschool and kindergarten settings. Prerequisites: CD-234, CD-334, BK-337, and CD- 345.

BK-445 Advanced Curriculum Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will focus on the application of developmental theory to curriculum planning and developmentally appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the integration of young children of various developmental levels and abilities. The course will also introduce students to the major theories, research, and controversies regarding the emergence of literacy, writing, and mathematical concepts and explore how assistive technology supports children's development. This course is taken during the block semester concurrently with student teaching. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, BK-337, BK-341, BK-342.

BK-460 Clinical Internship: Infant/Toddler (3.00 cr.)
(Fall, Course Offered Every Year)

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Course fee assessed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD336, CD-340, CD-434, BK-337, BK-341, BK-342. Corequisite courses: BK-465.

BK-465 Teaming and Collaboration (3.00 cr.)
(Fall, Course Offered Every Year)

This seminar will introduce students to the function of interdisciplinary, multidisciplinary and transdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The role of the professional in assessment, planning, intervention, and case management will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multidisciplinary and transdisciplinary programs. Issues related to ethics and professional conduct will be discussed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, CD-438, BK-341, BK-342, BK-337. Corequisite courses: BK-460.

BK-469 Field Experience (1.00 cr.)
(Spring, Course Offered Every Year)

This course provides the student with an opportunity to observe and work with a cooperating teacher for 12 hours a week for 5 to 6 weeks. The student will develop relationships with the children and teachers where she will do her student teaching. The student will become familiar with the philosophy, routines, and strategies used in the classroom. She will become familiar with school policies, resources, and personnel in preparation for her student teaching. The seminar, consisting of regular group meetings during the 5 to 6 week block period, will focus on effective teaching in North Carolina and on professionalism. Corequisite courses: BK-445, CD-436, EDU-490.

Business

BUS-250 Applied Data Analysis for Business Decisions (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The managerial use of statistical concepts and methods to address real world business problems. Emphasis is placed on the utilization of quantitative methods as applied to business decision making and operations. This course covers the applications of quantitative methods including risk statistics, average portfolio return, decision making under uncertainty, process control, customer satisfaction models, marketing research, time series analysis and forecasting, and yield management. Applications of technology for data analysis and management will be included as an integral part. Prerequisites: 3 credits in ACC/BUS/ECO and one math course – must be MAT 141 or higher.

BUS-300 Principles of Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the theory and application of management principles, skills, and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

BUS-310 International Business (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS-300, BUS-360, ECO-100.

BUS-340 Business Law and Ethics (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An examination of the legal and regulatory environment of business, including ethics and the place of law in society. Not open to freshmen.

BUS-343 Operations Management (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The management of operating systems in both goods manufacturing and service producing industries. Topics included are trade-off analysis, process analysis, workplace methods, production and inventory control systems, capacity planning, operations strategies, technology-driven information systems, information technology management, and decision support systems. This course makes extensive use of case studies in operations management. Prerequisites: ACC 220, BUS 250, BUS 300, ECO 101.

BUS-348 Organizational Behavior (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An analysis of individual and work group characteristics and those organizational factors which influence human behavior within the organizational setting. Topics include organizational culture, motivation and reward systems, and leadership practice, with a major focus on business ethics and ethical decision making. Prerequisite: BUS-300.

BUS-350 Human Resource Management (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS-300.

BUS-352 Training and Development (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisite: BUS-300.

BUS-360 Principles of Marketing (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

BUS-361 Consumer Behavior (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisite: BUS-360.

BUS-365 Marketing Research (3.00 cr.)*(Fall, Course Offered Every Year)*

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 250, BUS-360.

BUS-369 International Marketing (3.00 cr.)*(Spring, Course Offered Every Year)*

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and opera-

tional strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisite: BUS-360.

BUS-370 Corporation Finance (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ACC-221, BUS 250, ECO-101.

BUS-380 Business Practicum (2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Supervised employment which provides students the opportunity to gain practical, professional experience in conjunction with their academic development. Limited to junior or senior majors in the School of Business with a minimum overall GPA of 2.0. May be repeated for credit up to a maximum of 8 hours. May not be taken simultaneously with BUS 480, BUS 481, COE-302 or COE 403. Credit toward the Business Administration major will not be given for both BUS 380 and BUS 480. Pass/Fail grading only. Instructor's consent required.

BUS-452 Compensation and Benefits (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services, and the comparable worth issue. Prerequisite: BUS-350.

BUS-458 Employee Relations Management (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of the principles of recruiting, selection, and retention of employees and the laws that pertain to them in the workplace, including the employer-employee relationship, discrimination, affirmative action, and government regulation. Not open to freshmen.

BUS-466 Sales Management (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate customer, and the management of the sales function. Students will be required to make several presentations. Prerequisite: BUS-360.

BUS-467 Advertising and Sales Promotion (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisite: BUS-360.

BUS-468 Marketing Management and Planning (3.00 cr.)*(Varies, Contact Department Head)*

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS-300, BUS-360.

BUS-472 Intermediate Financial Management (3.00 cr.)
(Spring, Course Offered Every Year)

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS-370.

BUS-474 Investment Analysis and Portfolio Management (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS-370.

BUS-480 Business Internship (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest. Limited to School of Business majors with a minimum GPA of 2.00 and 15 hours in accounting, business or economics. Can be taken only once. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-481 Human Resource Management Internship (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest. Limited to School of Business majors, minoring in Human Resource Management and a minimum GPA of 2.00 and 15 hours in accounting, business or economics. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-495 Business Policy (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Must have senior standing. Prerequisites: BUS-300, BUS-360, BUS-370; BUS 343 is a prerequisite or corequisite.

BUS-498 Honors Thesis in Business (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

BUS-499 Research in Business (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Career Planning

CPS-101 Career Planning for Freshmen and Sophomores (1.00 cr.)
(Spring, Course Offered Every Year)

This half-semester course offers first- and second-year students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, and professionalism are among the topics presented and practiced. Pass/Fail grading only.

CPS-301 Career Planning for Juniors and Seniors (1.00 cr.)
(Fall, Course Offered Every Year)

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to resume writing, interviewing, and job-search strategies, and to the concept of career development as a lifelong process. Pass/Fail grading only.

Chemistry

CHE-100 Chemistry and Society (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the fundamental principles of chemistry including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this course will emphasize aspects of chemistry relevant to today's society. This course may not be used to satisfy major or minor requirements. Prerequisites: CHE-111, CHE-141.

CHE-111 General Chemistry I (3.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. High school chemistry or CHE-100 is strongly recommended as a prerequisite to this course. Corequisite courses: CHE-141.

CHE-112 General Chemistry II (3.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. MAT-144 is strongly recommended as a prerequisite. Prerequisites: CHE-111, CHE-141. Corequisite courses: CHE-142.

CHE-141 General Chemistry I Laboratory (1.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE111. Three laboratory hours per week. Corequisite courses: CHE-111.

CHE-142 General Chemistry II Lab (1.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE112, including qualitative and quantitative analysis. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141. Corequisite courses: CHE-112.

CHE-203 Science and Human Values (3.00 cr.)
(Fall, even-numbered years only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as PHY 203 and SCI 203. This

course may not be used to satisfy major or minor requirements. Prerequisites: One laboratory science course (BIO 101/141, CHE 111/141, GEO 200/240, or PHY 211/241).

CHE-221 Organic Chemistry I (3.00 cr.)
(Fall, Course Offered Every Year)

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: CHE-241.

CHE-222 Organic Chemistry II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of CHE-221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE-221, CHE-241. Corequisite courses: CHE-242.

CHE-241 Organic Chemistry I Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: CHE-221.

CHE-242 Organic Chemistry II Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite courses: CHE-222.

CHE-299 Introduction to Research (1.00–2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. CHE-111 is strongly recommended as a prerequisite to this course. Course may be repeated for credit for a maximum of three semester hours.

CHE-350 Quantitative Analytical Chem. (4.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Three class hours and three laboratory hours per week. Prerequisites: CHE-112.

CHE-415 Special Topics in Chemistry (1.00–3.00 cr.)
(Spring, Course Offered Every Year)

Special topics in chemistry such as instrumental analysis, advanced organic chemistry, polymer chemistry, industrial chemistry, or chemometrics. Instructor's consent required.

CHE-420 Chemistry of Thermodynamics & Kinetics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-430 Atomic and Molecular Structure (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as PHY-430. Three lectures per week.

Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-436 Biochemistry (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as BIO-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141.

CHE-438 Advanced Biochemistry (3.00 cr.)
(Spring – course offered every year)

The second part of a 2-part course in Biochemistry, this advanced course is designed to prepare students for graduate study and careers in the fields of Biochemistry & Molecular Biology. The course will present topics in modern Biochemistry including bio-molecular structure, enzyme catalysis, bioenergetics, biosynthesis of bio-molecules, and culminate with a discussion of special topics such as cellular signal transduction. Three lectures per week. Prerequisites: BIO 110, 151, 251, CHE 111, 141, 112, 142, 221, 241, 222, 242, BIO/CHE 436, 446. Corequisite: CHE 448.

CHE-441 Experimental Physical Chemistry I (1.00 cr.)
(Fall, Even-Numbered Years Only)

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Corequisite courses: CHE-420.

CHE-442 Experimental Physical Chemistry II (1.00 cr.)
(Spring, Odd-Numbered Years Only)

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding in CHE-430. Corequisite courses: CHE-430.

CHE-446 Biochemistry Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as BIO-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141. Corequisite courses: CHE-436.

CHE-448 Advanced Biochemistry Laboratory (1.00 cr.)
(Spring – course offered every year)

The second of a 2-part laboratory course in Biochemistry, this advanced course is designed to prepare students for graduate study and careers in the fields of Biochemistry & Molecular Biology. A collection of laboratory exercises designed to provide practical exposure to techniques in advanced enzyme kinetics & inhibition, structural biochemistry using mass spectrometry & NMR, and techniques in protein expression, purification & analysis, as well as molecular modeling techniques. Three laboratory hours per week. Prerequisites: BIO 110, 151, 251, CHE 111, 141, 112, 142, 221, 241, 222, 242, BIO/CHE 436, 446. Corequisite: CHE 438.

CHE-474 Inorganic & Bioinorganic Chemistry (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of advanced concepts of theoretical and descriptive inorganic chemistry with relevant biochemical examples. CHE-222 is strongly recommended as a prerequisite to this course. Prerequisites: CHE-221, CHE-241.

CHE-490 Seminar (1.00–2.00 cr.)
(Spring, Course Offered Every Year)

May be taken for credit more than one semester. Pass/Fail grading option.

CHE-498 Honors Thesis in Chemistry (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to senior chemistry majors who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the chemistry faculty. Prerequisites: CHE-222.

CHE-499 Research (1.00–2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior chemistry majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: CHE-222.

Child Development

CD-234 The Preschool Child (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the behavior and development of young children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Content includes major developmental theories and research applications. Three hours of lecture and three hours of laboratory each week.

CD-299 Introduction to Research in Child Development (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234.

CD-334 Infant Development (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide the theoretical foundations of infant-toddler development as students examine the current research on the growth and development of very young children from a multidisciplinary perspective. Students will participate concurrently in a field experience in a program serving infants and toddlers. Three hours of lecture and three hours of practice each week. Prerequisites: CD-234.

CD-335 Marriage/Family Relationships (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

CD-340 Young Children's Learning Environments (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. BK-341 and BK-342 are corequisite courses for students seeking B–K licensure. Prerequisites: CD-234, CD-334.

CD-345 Preschool Curriculum (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-340, CD-334 and BK 337.

CD-434 Infant Curriculum (3.00–4.00 cr.)
(Fall, Course Offered Every Year)

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-340, CD-334.

CD-436 Administration of Programs for Young Children (3.00 cr.)
(Fall [Spring for B–K licensure students on block schedule], Course Offered Every Year)

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; working with parents and governing boards; and assessment and development of teaching staff. Health, safety, and nutritional concerns will also be addressed. May be taken without prerequisite course with permission from the instructor. Prerequisites: CD-234, CD-334, CD 340.

CD-438 Support & Strengthening Families (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit. Prerequisites: CD-234, CD-334, BK-337.

CD-440 Readings Preschool Education & Early Intervention (3.00 cr.)
(Spring, Course Offered Every Year)

This course will trace the history of early childhood, preschool education and early special education in the U. S. A special focus will be on examining theoretically based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy

issues will be investigated. Field work in early childhood classrooms and special programs will offer the opportunity for a student to begin or expand her current knowledge base. Prerequisites: CD-234.

CD-450 Advanced Practicum & Seminar (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom teacher and a member of the Child Development faculty. In addition to 200 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Course fee assessed. Instructor's consent required. Prerequisites: CD-234 CD-334, CD-340, CD-345.

CD-498 Honors Thesis in Child Development (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the child development faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

CD-499 Research in Child Development (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234, CD-334, BK-337.

Chinese

CHI-100 Introduction to Chinese Language (3.00 cr.)
(Spring, Course Offered Every Year)

This course provides students a unique opportunity to study Mandarin Chinese with a native speaker who is an expert in teaching foreign languages. While writing, reading and culture are important dimensions of this course, the principal focus is on speaking. Since this is a one-semester only course, it does not satisfy the General Education foreign language competency requirement.

Communication

COM-100 Introduction to Communication Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of the study of communication, this team taught course highlights both interpersonal and mass communication as well as public speaking.

COM-200 Communication Research Methods (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the basics of research in the field of communication, students learn a variety of research methods including both qualitative and quantitative methods as well as gain hands-on experience in the research

process. This course will better prepare students for upper-level communication courses by familiarizing them with the language and process of research done in the field. The course gives students the skills needed to successfully complete their own research for their senior thesis.

COM-225 Public Speaking (3.00 cr.)
(Fall and Spring Course Offered Every Year)

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

COM-230 Video Production (3.00 cr.)
(Spring, Course Offered Every Year)

An introductory study of in-the-field television production, the course concentrates on basic shooting and editing techniques with an emphasis on composition, storytelling and nonlinear editing. All cameras are miniDV digital camcorders; all editing is taught on state-of-the-art AVID systems.

COM-260 Interpersonal Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to relational communication. The student should increase her sensitivity to communication skills by questioning habits, traditions, and current ideas and behaviors related to personal perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

COM-290 Introduction to Mass Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the field of mass communication that deals with the examination of radio, newspapers, magazines, film, television and the internet. The course includes historical backgrounds of each division, career opportunities, current trends, and predictions. It is designed to enhance student appreciation of the various components of mass media.

COM-299 Communication Research Project (1.00–3.00 cr.)
(Fall, Spring Course Offered Every Year)

In conjunction with a faculty mentor, the student will conduct an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the mentor is required for registration. Prerequisite: COM 200.

COM-300 Small Group Communication (3.00 cr.)
(Fall, Course Offered Every Year)

Theory and practice of effective communication in small groups, including stages of group development, role emergence, leadership functions, decision making strategies, conflict management, and the significance of power.

COM-310 Introduction to Public Relations (3.00 cr.)
(Fall, Course Offered Every Year)

Students gain an understanding of the scope of public relations by examining many aspects of the field, including writing and types of campaigns. Students create a communication plan that reflects strategic thinking and incorporates core competencies as well as produce written materials that illustrate an understanding of basic public relations writing skills.

COM-320 Media Law (3.00 cr.)*(Fall, Course Offered Every Year)*

An introduction to the history and development of media law in the United States since the early 1900s. Readings and lectures include the First Amendment, libel law, copyright protection, different regulations regarding print and electronic media, regulation of obscene and erotic material, the Freedom of Information Act, the regulation of advertising and telecommunication regulation. Covered topics include, to some degree, the role of ethics and morality as they apply to current media practices such as industry mergers and censorship issues.

COM-325 Oral Interpretation of Literature (3.00 cr.)*(Spring, Course Offered Every Other Year)*

An approach to the study of language and literature that uses physical and vocal performance with analytical writing as the primary means of discovery. Students will develop skills in the analysis and interpretation of selected literary works while developing vocal poise and expressive-ness. The process of literary communication will be explored through units on prose, poetry, Shakespearean drama, and literary theory. Principal assignments will be performances along with formal and informal writing assignments. A performance course and a writing intensive course. Prerequisites: ENG-200.

COM-350 Business & Professional Communication (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The nature of communication theory and practice in business and professional settings. Development of individual, dyadic, group, and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking. Prerequisites: COM-225.

COM-360 Writing for the Media (3.00 cr.)*(Spring, Course Offered Every Year)*

The theory and practice of writing for print and broadcast media on an introductory level. Areas of study involve writing for newspapers, magazines, radio news, television news, documentaries, film, and public relations. The course is taught in a seminar-workshop environment.

COM-370 Nonverbal Communication (3.00 cr.)*(Fall, Course Offered Every Year)*

Theory and research in nonverbal communication, including environment, space, physical appearance, body movement, eyes and facial expressions, and social cues. Nonverbal communication in personal, workplace, and cultural settings.

COM-375 Gender Communication (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication.

COM-380 Communication Ethics (3.00 cr.)*(Spring, Course Offered Every Year)*

This course introduces students to some of the ethical issues that are involved in interpersonal, public, and mass communication. The course begins with a study of the major ethical philosophers including Aristotle, Kant, Buber, and Habermas. Specific issues and case studies emphasize First Amendment rights, censorship, libel, slander, defamation of character, media regulation, and what can and cannot be said in the public arena. Students engage in a review of ethical theories as they relate to communication and ethical problem solving.

COM-390 Intercultural Communication (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course offers students a survey of contemporary scholarship related to processes of intercultural communication. The course will consider the important role of contexts (social, cultural, historical) in intercultural interactions. We will examine the complex relationship between culture and communication from several conceptual perspectives, concentrating on three: social/psychological, interpretive, and critical. By applying these perspectives students will come to appreciate the complexities and tensions involved in intercultural interactions. This learning process should enhance self-reflection, flexibility and sensitivity in intercultural communication. Offered as CORE 403.

COM-400 Special Topics in Communication (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Seminars will investigate a specific topic from a communication perspective, and address the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, interpersonal communication, and organizational communication. Examples of specific topics include conflict management, persuasion, and mediated communication. May be taken on multiple occasions when topics vary.

COM-410 Senior Thesis (2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the instructor. A detailed outline and annotated bibliography is required by midterm.

COM-425 Media, Culture & Society (3.00 cr.)*(Spring, Course Offered Every Year)*

A critical look at the role of contemporary mass media in our society. It examines the relationship of communication media and popular culture. Topics include media mergers, obscenity and indecency issues in television and radio, "reality" TV programming, current advertising and public relations issues, messaging and imaging in media, and changes in FCC regulations.

COM-450 Relational Communication (3.00 cr.)*(Spring, Course Offered Every Year)*

An advanced course focusing on the theories of interpersonal relationships by exploring the developmental, maintenance, and deterioration stages. Explores both verbal and nonverbal messages, listening, and conflict resolution. Prerequisite: COM-260.

COM-495 Communication Theory (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An advanced course focusing on various contemporary theories of interpersonal communication. There will be an emphasis on the theoretical foundations of the study of interpersonal communication in a variety of contexts. Prerequisites: COM-225, COM-260.

COM-498 Honor's Thesis (3.00 cr.)

An honors thesis involves a scholarly scientific project selected by the communication major in consultation with her advisor and subject to departmental approval, which will involve conducting a pilot study focusing on her area of specialization. Research, observation, writing and interpreting results will all be conducted by the student. In addition, the student is required to present her thesis orally in an appropriate setting to an audience.

COM-499 Communication Research Project (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a communication faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. Prerequisites: COM-410 or COM-495.

COM-930 Community Internship (3.0 cr.)*(Fall, Spring and Summer, Course Offered Every Year)*

Communication skills may be applied in a wide variety of contexts. Ongoing internships are available for both concentrations in public relations, the Raleigh Chamber of Commerce, local businesses, Exploris, Dispute Settlement Centers, N.C. Women's Correctional Institute, N.C. State Government, Triangle Reading Service, Hopeline and local television and radio stations.

Computer Studies

CS-101 Beginning Programming (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Students learn how a computer works and how to make it work as they design, code, debug and document programs to perform a variety of tasks. This course is intended for students who have not programmed a computer before, but may also serve as an introduction to Java (or other language) even if the student DOES know some programming. (This course fulfills the Quantitative-Field of Knowledge requirement of Gen Ed.)

CS-120 Spreadsheets (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel.

CS-121 Spreadsheets II (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course is a continuation of CS-120. Students will learn how to use Excel as a practical business tool with in-depth use of formulas and functions and efficient worksheet and workbook design. Some topics in Excel databases and the creation of simple macros will also be covered. Prerequisite: CS-120 or competency in spreadsheets.

CS-140 Databases (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as MS Access.

CS-156 Web Site Design & Management (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course requires extensive use of an HTML editor and a web design package to create web pages and web sites. Students will also learn site planning management. This will include learning to plan web sites and planning and assessing visitor involvement. Specific topics and techniques include: tables, frames, forms, cascading style sheets, use of animation and sound, and image creation and manipulation. Additional topics will include dynamic content, Javascript, XML, file management, file transfer protocol and web site evaluation.

CS-160 SAS Programming (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A course in programming in the high-level programming language of SAS which is used extensively in business, government, and education. By the end of the course the student will be able to immediately apply her skills in real-life programming solutions. Applications in data gathering and manipulation, report generation, and elementary statistical procedures. No previous programming experience is required. Prerequisite: computer literacy. Prior experience in statistics is recommended.

CS-203 Foundations of Computer Science (3.00 cr.)*(Spring, Course Offered Every Year)*

A survey course, which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Prerequisite: CS-101.

CS-212 Object Oriented Programming (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A continuation of the development of programming, with introduction of Objects and Graphical User Interfaces (GUIs), including multiple-file projects, windows, buttons +, mousing, event-handling and principles of Human Computer Interaction (HCI). Prerequisite: CS-101.

CS-230 Web Programming with Databases (3.00 cr.)*(Fall, Course Offered Every Year)*

This course focuses on the server side of client server programming for the Web, especially database programming. There will be a study of fundamentals of databases including normalization and security, and students will apply this knowledge to real web database applications. Current tools: JavaScript (prerequisite), PHP (a programming language), SQL (Structured Query Language). Prerequisite: CS-140, CS-156.

CS-240 Visual Basic (3.00 cr.)*(Spring, Even-Numbered Years Only)*

An introduction to programming in Visual Basic. Emphasis will be placed on the event-driven, graphical nature of Visual Basic, as opposed to procedure-oriented programming. Topics include form layout, event-driven Windows programming concepts, variables and data types, objects and properties, control structures, file management, accessing databases, linking applications, Web page development from a Visual Basic application, and developing and using ActiveX controls. This course is intended for those with programming experience. May be taken without prerequisite course with instructor's consent. Prerequisite: CS-101.

CS-262 Discrete Mathematics (3.00 cr.)*(Spring, Course Offered Every Year)*

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT-262. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CS-299 Introduction to Computer Studies Research (1.00–4.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course will provide opportunities for freshmen and sophomores to participate in original research in computer science. Students will submit findings in a formal written report and will give an oral presentation.

Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

CS-301 Data Structures & Algorithms (3.00 cr.)
(Fall, Course Offered Every Year)

Topics include the sequential and linked allocation of lists, stacks, queues, trees, and graphs. Students gain maturity by writing complex algorithms and through studying run time analysis and program integrity. Prerequisite: CS-212.

CS-311 Computer Organization (3.00 cr.)
(Fall, Even-Numbered Years Only)

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Prerequisite: CS 203.

CS-312 Information Systems Management (3.00 cr.)
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Prerequisite: Completion of the General Education fundamental computer skills competency requirement.

CS-326 Networking and Operating Systems (3.00 cr.)
(Spring, Even-Numbered Years Only)

In the ever-shifting and related fields of operating systems and networking, this course teaches the fundamental aspects of computing systems including security, memory management, job scheduling, synchronization, client-server programming and distributed programming. There will also be significant hands-on application of principles in the lab. Prerequisites: CS-212, CS-203.

CS-355 Computer Graphics and Modeling (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course is about visualizing models on the computer screen, including 2D and 3D images, perspective, shading, animation and stereo. The course will use and study numerical models of such interesting phenomena as geometric objects, fractals, trajectories and propagation of waves. Prerequisites: MAT-211 and CS-212.

CS-360 Numerical Analysis (3.00 cr.)
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT-360. Prerequisite: MAT-212.

CS-370 Ethics and Information Technology (1.00 cr.)
(Spring, Course Offered Every Year)

Discussion of the ethical and legal issues created by the introduction of information technology into every day life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security.

CS-407 Software Engineering (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the imple-

mentation of large computer projects. Students undertake a large team project. Prerequisites: CS-212 and CS-230.

CS-420 Computer Science Seminar (1.00 cr.)
(Fall, Course Offered Every Year)

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers and discussions of selected topics. Course open to juniors and seniors only. Prerequisites: 6 credits; from CS.

CS-421 Topics in Computer Science (3.00 cr.)
(Spring, Course Offered Every Year)

Topics of current interest in computer science not covered in other courses. Prerequisites vary with topic studied.

CS-498 Honors Thesis in Computer Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs.

CS-499 Computer Studies Research (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in CSC or CIS or others with permission of the department. May be repeated for credit for a maximum of six hours.

Cooperative Education

COE-302 Cooperative Education (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals alternating with or paralleling academic study. Students must have sophomore standing and a minimum GPA of 2.00 in order to enroll. The number of hours credit is determined by the number of hours worked. Requires the signature of the Director of Cooperative Education to enroll. A maximum of 8 hours may be earned in COE302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required. This course fulfills the General Education experiential learning requirement.

COE-403 Cooperative Education (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals. The number of credit hours is determined by the number of hours worked. The signature of the Director of Cooperative Education is required before enrolling in this course. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required. Prerequisite: COE-302. This course fulfills the General Education experiential learning requirement.

CORE, General Education

CORE 100 The Context of Culture (3 cr. hrs.)

(Fall, Spring, & Summer, Course offered every year)

Students will explore their own cultural identities in relation to the historical development and contemporary interaction of various indigenous and immigrant groups who have come to comprise the diverse people of the United States. These studies will address the overriding question:

"How do individuals and groups relate to the broader context of society?" All readings, activities, and research will invite students to explore various aspects of our society and to discover ways groups and individuals have found and continue to seek a meaningful role in the contemporary life of the United States. The class will be highly interactive and collaborative as members examine differing beliefs, images, and values among cultural groups and ideologies and seek understanding of complex matters of race, ethnicity, gender, class, sexual orientation, ability, and religion.

CORE 201, The World in Context: 20th Century History and Literature (6.00 cr.)

(Fall, Course Offered Every Year)

This course linkage combines HIS 103, *The World in the 20th Century* and ENG 203, *World Literature in the 20th Century*. This linkage creates a learning community that will involve the study of significant 20th century events, issues and developments from a predominantly non-western perspective. Literature selections come from a selected sample of non-western cultures and weave together with predominant historical themes such as colonialism; war and revolution; class, caste, and race. Format will be lecture-discussion; film and other media will be employed. Application toward general education requirements as CORE 200 and Literature elective (ENG 203) and history requirement or elective in Cultural Perspectives (HIS 103).

CORE 203 Latin America: History, Religion, & Culture (6.00cr.)

(Spring, Course Offered Every Year)

This course linkage combines HIS 200 *History of Latin America* and REL 287 *Latin American Liberation Theology*. Through the use of various themes—such as, conquest, independence, relations between the church and state, revolution, liberation and dependency—this linkage will explore the varied social, cultural, religious, economic and political realities of Latin America. Films will be used throughout this linkage to connect the two distinct courses. Counts toward general education requirements as CORE 200 and Cultural Perspectives elective.

CORE 204 World Food (6.00 cr.)

(Spring, Course Offered Every Year)

This course linkage combines FN 227, *Introductory Nutrition* and GEO 205 *World Regional Geography*. Students will discover how geography and culture intertwine to influence diet and cuisine in selected regions of the world. They will explore how people around the world meet their nutritional needs through their unique culinary traditions, and how recent developments related to population, urbanization, economic activity and globalization function as a force changing the structure of human activity and diet. Students will experience first hand some of the different foods of the world. Application toward general education requirements as CORE 200 and Social and Behavioral Science elective (GEO 205).

CORE 205 Places and Pathologies: Medieval Pilgrimage Routes (6.00 cr.)

(Fall, Course Offered Every Year)

This course linkage combines MRE 201 *Pilgrims Poets and Prophets* with BIO 203 *Death, Disease, and Sex in Medieval Europe*. Using the

medieval pilgrimage routes as a conceptual template for the study of history, students examine the communication of ideas through narrative poetry and prose, visual art, and the pronouncements of prophets and mystics. Similarly, students consider the role of roads and trade routes in the communication of disease, with special attention to outbreaks of the Black Death c. 1350 and of syphilis in the late middle ages. The courses are linked primarily by the cross referencing of lectures, readings, and student research projects, but films, field-trips, and Five O'clock Scholars activities further connect the two. Fulfills CORE 200 requirement; BIO203 fulfills a Science in Society elective, and MRE 201 fulfills either a literature elective OR a cultural perspectives elective. Prerequisites: For MRE 201, none; for BIO 203, one Natural Science laboratory course.

CORE 206 Shelter and Home (6.00 cr.)

(Fall and Summer, Course Offered Every Year)

This course linkage combines ID 245 *Housing Issues* and SOC 271 *Home and Housing in Mexico*. Students will discover how housing issues and culture intertwine in a selected region of the world. They will explore how people around the world meet their housing needs through their unique cultural traditions, and how economic, family and spiritual needs impact on the way their homes are structured and designed. Application toward general education requirements as CORE 200 and Social and Behavioral Science Elective (SOC 271). Courses are co-requisites. No prerequisites.

CORE 207 Education and Culture (4.00 cr.)

(Fall, Spring and Summer, Course Offered Every Year)

This course linkage combines EDU 232 *Foundations of American Education* and SOC 273 *Education and Family in Mexico*. Students will discover how education and culture intertwine in a selected region of the world. They will explore how people in the United States and Mexico experience education both as a system and the relationship between home and school. Application toward general education requirements as CORE 200 and Social and Behavioral Science Elective (SOC 273). Courses are co-requisites. No prerequisites. Sophomore status strongly recommended.

CORE 208 Oppressed Groups and Culture (4.00 cr.)

(Fall, Spring and Summer, Course Offered Every Year)

This course linkage combines SWK 240 *Populations at Risk* and Social Justice and SOC 272 *Culture and Family in Mexico*. These courses give students the opportunity to understand the experience of oppressed groups in both the US and Mexico and to explore the possible avenues for social change in both nations. Application toward general education requirements as CORE 200 and Social and Behavioral Science Elective (SOC 272). Courses are co-requisites. No prerequisites.

CORE 209 Women in the West and the World: History and Literature (6.00 cr.)

(Spring, Course Offered Every Year)

This course combines HIS-942 *A Women in the West and the World* and ENG-200 *D Texts and Contexts*. These two courses will be linked by the common theme of women's experiences and the expression of these experiences in historical documents, artifacts, and literature. The two courses will cover a wide swathe of time and space. They will begin with prehistoric hunter-gatherer societies and will end at the present and they will primarily cover women in the Western world. This grand panorama will be unified by a focus on the role, status, and

impact of women and the variations in their experiences in different societal contexts. The two courses will not only be linked by theme but they will also be linked by coordinated assignments, speakers, classes and field trips. Application toward general education requirements as CORE-200, ENG-200, and Cultural Perspectives elective. Prerequisites: Pass ENG 111 with a "C" or better or pass ENG-112.

CORE 210 Cultural Dances in Theory and Motion (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Cultural Dances in Theory and Motion combines DAN 200 Dance in Society with DAN 156 World Dance. Students will complete the CORE 200 requirement, a Cultural Perspectives or Arts and Aesthetics elective, and a Health and Physical Learning elective.

CORE 401 Global Questions: Technology and Social Change (3.00 cr.)
(Fall, Course Offered Every Year)

Though technology in various forms pervades and sometimes greatly enhances our lives, individuals in modern societies often have little say in choosing the technologies they will adopt. Using a case study approach, this course examines the social impact of technological innovation from antiquity to the present and in diverse world cultures of our time. Readings and discussions lead toward team projects where students identify a problem or opportunity using technology and social change, research the issue, prepare a proposal for a foundation grant, and present the proposal to the class. Students are particularly encouraged to make personal contact with human resources. Students are also invited to publish proposals and presentations at the undergraduate research conference or on a public CORE 401 Web site, or both. • Prerequisite: 75 credit hours completed upon course enrollment.

CORE 402 Narratives of Cultural Identity (3.00 cr.)
(Spring, Course Offered Every Year)

Stories help us to understand ourselves, our communities, and our cultures. But who writes these stories, and what power do they hold over our lives? In this course we will examine what happens to a culture when stories come into conflict during times of political dominance of one government or culture over another. Our readings will address different countries or cultural regions in different semesters. Overall the course is designed to investigate three regions or cultures including Latin America, India, the Middle East and various portions of Africa. Prerequisite: 75 credit hours completed upon course enrollment.

CORE 403 Global Questions: Intercultural Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course examines communication from perspectives grounded in four premises: that culture happens through communication; that by understanding culture and how it shapes communication, we come to understand communication better; that intercultural communication can happen visibly as well as invisibly; and that knowing about communication and about culture can (sometimes) make intercultural communication go more smoothly. This course fulfills the CORE-400 requirement. Students will engage in action research or cooperative problem-solving to address one of the global issues they have studied. The project they develop from their study must have impact beyond the Meredith community. Prerequisite: 75 credit hours completed upon course enrollment. Also offered as COM-390.

CORE 404 Global Questions: Needs of Families (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will analyze the needs of families from a global perspective. Using an interdisciplinary approach, the family will be examined in various cultures. Major trends that affect families worldwide will be applied to other cultures and to families in the United States. Students will use action research and/or cooperative problem solving to address one of the United Nations Millennium Development Goals.. Prerequisite: 75 credit hours completed upon course enrollment.

CORE 405 Crossing Borders: Women Making Changes in a Global Society (3.00 cr.)
(Spring, Course Offered Every Year)

Globalization has spurred the way in which changes on one continent or country impact the lives of women everywhere. This course will introduce students to the problems, experiences and activism of women in diverse situations and contexts, and examine the effects and influence of globalization on the lives of women. The emphasis will be on issues of identity (as mothers, consumers, citizens, workers) and organizing for change (economic, political, cultural, and legal). As we explore activism and the obstacles to change within a global context we will reflect on how the local is increasingly shaped by complex and distant cultures. Prerequisite: 75 credit hours completed upon course enrollment.

CORE 406 Social Policy from a Human Rights Perspective (3.00 cr.)
(Spring and Alternate Summers, Course Offered Every Year)

What is our responsibility for those who cannot or will not look after themselves? Different societies reflecting their respective ideologies address these issues from a variety of perspectives. This course will examine the ideologies and perspectives that have shaped social welfare policy in the United States and in other societies around the world. Then, using the Universal Declaration of Human Rights (1948) and other international covenants as a lens, the course will examine the resulting social welfare policies and the intentional and unintentional impacts these policies have on vulnerable and oppressed populations. This course requires 15 hours of service learning activity. Prerequisite: 75 credit hours completed upon course enrollment. Also offered as SWK 302.

CORE 407 Anthropology of Religion (3.00 cr.)
(Fall, Course Offered Every Year)

This course focuses on the ways in which religion and human culture intersect. We will look at such themes as myth, symbol, magic and ritual and see how they contribute to the formation of human societies. Students will engage in a local field research project to learn how anthropologists study religion. Prerequisite: One 100-level Religion course or by permission of the instructor and 75 credit hours completed to enroll in this course.

CORE 408 Violence, War and Peace (3.00 cr.)
(Fall or Spring, Course Offered Every Year)

This course looks at the perennial issues of violence, war, and peace from personal, local, national, and international points of view. We will examine these problems from various perspectives, including those of social sciences, cultural studies, and the humanities. Using a variety of texts, films, fiction, and current affairs readings, we will examine root causes of wars in the past and will examine the possibilities of non-violence and constructive peace-making in the world of today. The course counts towards fulfillment of the requirements in the Religion major and Philosophy and Religion minors. Prerequisite: one 100-level Religion course and 75 credit hours completed upon course enrollment. or by permission of the instructor.

CORE 409 Global Slavery in Historical Perspectives (3.00 cr.)*(Fall, Course Offered Every Year)*

This course is designed to explore the global history of slavery and understand the growing role that slavery and “unfree labor” still plays in individual countries and the world economy. Because of its extensive history with this institution, the United States’ experience with slavery will serve as a reference point for comparing historic and contemporary forms of slavery and “unfree labor.” Prerequisite: Must have 75 hours completed before course begins.

CORE 410 Global Issues: Homelessness (3.00 cr.)*(Spring, Even-Numbered Years Only)*

This course will address issues of housing, homelessness, and policy at local, national and global levels. Students will examine how decisions about these issues are made. Shelter will be examined as a necessary essential for human development and community and as a problem for the natural environment. Policy options will also be examined and direct action will be taken to address local problems related to homelessness. Prerequisite: 75 credit hours completed upon course enrollment.

Dance

DAN-150 Perspectives in Dance (1.00 cr.)*(Fall, Course Offered Every Year)*

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences. Recommended for freshman year.

DAN-151 Ballet I (1.00–2.00 cr.)*(Varies, Contact Dept. Head)*

A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN-152 Folk and Square Dance (1.00 cr.)*(Fall, Even-Numbered Years Only)*

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as PED-152.

DAN-153 Modern I (1.00–2.00 cr.)*(Varies, Contact Dept. Head)*

A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN-154 Jazz I (1.00–2.00 cr.)*(Varies, Contact Dept. Head)*

A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN-155 African Dance (1.00–2.00 cr.)*(Varies, Contact Dept. Head)*

A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning-level students.

DAN-156 World Dance Technique (1.00–2.00 cr.)*(Varies, Contact Dept. Head)*

A basic study of the movement and culture of dance techniques found throughout the world. Techniques studied will include, but not be limited

to, Latin, Indian, and Asian dance forms. Each semester course offered will focus on one technique and will be selected by the Dance Program.

DAN-157 Country Line Dance (1.00 cr.)*(Varies, Contact Dept. Head)*

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as PED-157.

DAN-158 Funk (1.00–2.00 cr.)*(Varies, Contact Dept. Head)*

This dance course will incorporate popular movement derived from jazz, street, funk, and social dance. Appropriate for beginner through advanced dancers.

DAN-159 Movement Improvisation (2.00 cr.)*(Spring, Course Offered Every Year)*

An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

DAN-200 Dance in Society (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, observations and live performances.

DAN-244 Fundamental Concepts of Dance (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Vocabulary, critical theories, and concepts of dance will be introduced to students through observations, demonstrations, practice, and reflection. The value of movement as a way of learning will be emphasized, as will oral and written communication skills. Students will participate in five observations in a public school setting. Required of all K–6 licensure students.

DAN-251 Ballet II (1.00–2.00 cr.)*(Varies, Contact Dept. Head)*

A low-intermediate level study of ballet technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-252 Participation in Choreographic Project (2.00 cr.)*(Every Third Semester)*

This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN-356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. May be taken without prerequisite course with instructor's consent. Prerequisite: DAN-159.

DAN-253 Modern II (1.00–2.00 cr.)*(Varies, Contact Dept. Head)*

A low-intermediate level study of modern dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-254 Jazz II (1.00–2.00 cr.)*(Varies, Contact Dept. Head)*

A low-intermediate level study of jazz dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-256 Dance Composition I (3.00 cr.)
(Every Third Semester)

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. May be taken without prerequisite course with instructor's consent. Course offered Spring 2004, Fall 2005. Prerequisites: DAN-159.

DAN-257 Music for Dance (2.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

DAN-258 Mind/Body Integration (2.00 cr.)
(Every Third Semester)

A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed.

DAN-259 Improvisation II (2.00 cr.)
(Fall, Odd-Numbered Years Only)

A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. May be taken without prerequisite course with instructor's consent. Prerequisites: DAN-159.

DAN-260 Movement Fundamentals (2.00 cr.)
(Fall, Odd-Numbered Years Only)

This class integrates the understanding of concepts within Labanallysis and Bartenieff Fundamentals with the development of intermediate-level modern dance technique. Students will discover the fundamental aesthetic and functional elements of human movement, working toward the thorough embodiment and accurate observation of these elements in dance activities. Learning methods will include discussions, readings, experiential-based movement explorations, observations, and technical practice of modern dance. Prerequisites: Intermediate-level ability in dance technique as evidenced by completion of a 200-level dance technique course or through consultation with the instructor.

DAN 290 Production for Dance (3.00 cr.)
Spring, even-numbered years only.

An introduction to the process and practice of lighting design, sound design, costume design, stage management, backstage operations, and front of house procedures for dance productions with particular focus on dance in arts education settings. Emphasis will be placed on the relationship between production practices and the artistic process. Prerequisites: Not recommended for Freshmen.

DAN-350 Movement Fundamentals II (3.00 cr.)
(Spring, Even-Numbered Years Only)

A continuation of the study of fundamental aesthetic and functional elements of human movement with increasing emphasis on the physical principles of movement. Through experiential studio sessions and readings, students will learn skeletal structure, joint and muscle function, and body mechanics as they relate to the performance lab and instruction of dance. Prerequisites: DAN-250, DAN-255.

DAN-351 Ballet III (1.00–2.00 cr.)
(Varies, Contact Dept. Head)

An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-352 Dance Repertory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Instructor's consent required.

DAN-353 Modern III (1.00–2.00 cr.)
(Varies, Contact Dept. Head)

An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-354 Jazz III (1.00–2.00 cr.)
(Varies, Contact Dept. Head)

An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-355 Creative Arts Touring Company (2.00 cr.)
(Every Third Semester)

This course is designed to provide the student with opportunities to create, produce, and perform arts education in school settings. The focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students.

DAN-356 Dance Composition II (3.00 cr.)
(Every Third Semester)

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Course offered Spring 2003, Fall 2004. Prerequisites: DAN-256.

DAN 357 Creative Arts Touring Company Assistantship (2.00 cr.)
(Spring, even-numbered years only)

This course is designed for students to work with DAN 355 Creative Arts Touring Company as production leaders. The focus is directing the creation, performance, and production of an integrative arts performance for an arts education setting. Prerequisite or Corequisite: DAN 290 Production for Dance.

DAN 358 Movement Studio for Somatics (2.00 cr.)
(Spring, odd-numbered years only)

This technique class integrates the understanding of somatic principles with the development of intermediate-level modern dance technique. Students will discover ease and efficiency in movement, develop movement virtuosity, adopt practices to prevent injury, and expand their ability to express a wide range of movement dynamics. In deepening one's mastery of modern dance, the application of somatic practice promotes integrating physical, emotional, anatomical, and aesthetic understanding through conceptual and experiential practice. Learning methods will include discus-

sions, readings, experiential-based movement explorations, hands on guidance, and technical practice of modern dance. Prerequisites: Intermediate-level ability in dance technique as evidenced by completion of a 200-level dance technique course or through consultation with the instructor.

DAN-359 Dance History (3.00 cr.)
(Every Third Semester)

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked. Not recommended for freshmen.

DAN-451 Ballet IV (1.00–2.00 cr.)
(Varies, Contact Dept. Head)

An advanced level study of ballet technique with focus on the refinement of physical and performing skill. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-453 Modern IV (1.00–2.00 cr.)
(Varies, Contact Dept. Head)

An advanced level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-454 Jazz IV (1.00–2.00 cr.)
(Varies, Contact Dept. Head)

An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-455 Performing Arts Administration (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A survey of arts management and administration techniques, including establishing and running a non-profit organization, grant writing, fund raising, publicity and promotion, budgeting and time management.

DAN-456 Meredith Dance Theatre (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A performing company which encourages exploration of the creative process through student choreography, as well as the performance of works by faculty and guest choreographers. Auditions are held the first week of classes. Instructor's consent required.

DAN-457 Pedagogy in Dance Technique (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in teaching. Students will work one-on-one with a dance faculty member on topics that may include, but are not limited to, structure of a class, student/teacher interaction, anatomy of concepts and movements, verbal and visual imagery, conveying technical and qualitative ideas, and group versus individual feedback. Prerequisites: DAN-159, DAN-250, DAN-255.

DAN-460 Dance Practicum (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in such areas as somatics, arts administration, video for dance, and others. All course specifications must be approved by the instructor prior to registration.

DAN-461 Dance Practicum in Performance (1.00–3.00 cr.)
(Fall and Spring, course offered every year)

An opportunity for students to gain practical experience in performance through rehearsing, contributing to the choreographic process, and reflecting on performance roles in a dance to be performed in a formal concert. All course specifications must be approved by the instructor prior to registration.

DAN-462 Dance Practicum—Choreography (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in choreography through casting, creating, rehearsing, and producing a dance to be performed in a formal concert. All course specifications must be approved by the instructor prior to registration.

DAN-463 Dance Practicum—Technical Theatre (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in technical theatre for dance by working on a production team as a stage manager, light board operator, sound board operator, or backstage crew for one or more dance concerts. All course specifications must be approved by the instructor prior to registration.

DAN-464 Dance Practicum—Private Studio Teaching (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This practicum is designed as a field teaching experience in private studio teaching. Emphasis is placed on students gaining experience in observing, assisting, teaching, and evaluating teaching skills. Students will also research marketing, communication, advertising, and performance production within their practicum experience. All course specifications must be approved by the instructor prior to registration. Pass/Fail grading only.

DAN-498 Honors Thesis in Dance (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to seniors who are members of the Honors and/or Teaching Fellows Programs. The project must meet Honors Program thesis requirements as well as the expectations of the dance faculty.

DAN-499 Dance Research (3.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to senior majors and minors and others with instructor approval.

DAN-761 Theory & Methods of Teaching Dance, K–6 (3.00 cr.)
(Every Third Semester)

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisites: DAN-159, DAN-250, DAN-255.

DAN-762 Theory & Methods of Teaching Dance, 7–12 (3.00 cr.)
(Every Third Semester)

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisites: DAN-252, DAN-253, DAN-761.

DAN-763 Reflective Teaching (1.00–3.00 cr.)
(Every Third Semester)

A course designed to provide the student with directed field experience in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Prerequisites: DAN761, DAN-762.

Dance and Theatre

DAT 430 Selected Topics in Dance and Theatre (1.00–3.00 cr.)
(Varies, contact Department Head)

This course provides an opportunity for students to focus in depth on a specific topic relevant to theory and/or practice within Dance and Theatre. Topics may include but will not be limited to cultural and societal issues, the body as an artistic instrument, current trends in the field, technology, creative practice, and critical response. Topics are on rotation and may be repeated for credit. Prerequisites: THE 114, *Introduction to Theatre* and/or DAN 150, *Perspectives in Dance*, plus 6 hours completed in Dance or Theatre. Prerequisites: THE 114, *Introduction to Theatre* and/or DAN 150, *Perspectives in Dance*, plus 6 hours completed in Dance or Theatre.

Economics

ECO-100 Principles of Macroeconomics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the principles of macroeconomics underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

ECO-101 Principles of Microeconomics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

ECO-274 Consumer Economics (3.00 cr.)
(Spring, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as FCS-274.

ECO-300 Intermediate Macroeconomics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A continuation of study begun in ECO-100, this course proceeds to intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium, and international issues. Prerequisite: ECO-100.

ECO-301 Intermediate Microeconomics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A continuation of study begun in ECO-101, this course proceeds to intermediate-level analysis of markets for goods and services, consumer behavior, price and product choices by business, markets for labor and other resources, and the various ways that the structure of markets affects the welfare of society. Prerequisite: ECO-101.

ECO-324 History of Economic Thought (3.00 cr.)
(Varies, Contact Dept. Head)

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO-100, ECO-101 is recommended.

ECO-334 International Economics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO-100, ECO-101 is recommended.

ECO-335 Gender and the Economy (3.00 cr.)
(Spring, Odd-Numbered Years Only)

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisites: ECO-101 or WST 200 or Junior/Senior status.

ECO-355 Money and Banking (3.00 cr.)
(Spring, Course Offered Every Year)

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO-100, ECO-101 is recommended.

ECO-356 Public Policy Economics (3.00 cr.)
(Spring, Even-Numbered Years Only)

The microeconomic theory underlying the failure of free markets to maximize society's well-being, and the appropriate means by which governments may improve both efficiency and fairness via provision of public goods and services. Special emphasis is given to topics in environmental and natural resource economics. General topics include current government programs, public goods, externalities, health care, income redistribution, cost-benefit analysis, taxes, and fiscal federalism. Prerequisites: ECO-100, ECO-101 is recommended.

ECO-364 Labor Economics (3.00 cr.)
(Fall, Even-Numbered Years Only)

An analysis of the American labor market with emphasis on an individual's decision to work; the firm's decision on hiring, wage determination; human capital models; labor market discrimination; role of unions; and unemployment. Prerequisite: ECO-101.

ECO-435 Comparative Economic Systems (3.00 cr.)
(Varies, Contact Dept. Head)

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO-100, ECO-101.

ECO-498 Honors Thesis in Economics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in economics. The project must meet Honors Program thesis requirements as well as expectations of economics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ECD-499 Research in Economics (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination and analysis of knowledge in economics. Open to juniors and seniors with a declared major, minor, or concentration in economics. May be repeated for credit for a maximum of six credit hours.

Education

EDU-232 Foundations of American Education (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester-long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class. Many of these observations, such as attendance at a local board of education meeting, occur in the evening. Prerequisite: Sophomore standing.

EDU-234 Educational Psychology (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time. Prerequisite: Sophomore standing.

EDU-241 Introduction to Instructional Media (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Successful teachers are informed and knowledgeable about the use of instructional media in their classroom. This course will introduce students to the challenges of classroom teacher as they determine where and how technology fits into the classroom. Students will learn about a wide variety of media materials. NETS-T and NCDPI standards will be introduced.

EDU-255 Literature for Children and Early Adolescents (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of literature designed for children and early adolescents. Consideration is given to the selection and evaluation of literature for children and the early adolescent. The particular needs of the early childhood, the intermediate teacher, and the middle school teacher will be considered. Field experience in the public schools required.

EDU-299 Introduction to Research in Education (2.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in education. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. Their work will culminate in a formal written report and/or an oral presentation. A "Research Course Information Form" completed by the student and the faculty mentor is required for registration. Research.

EDU-300 Introduction to the Language Arts (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will address the research, theory and instructional practices related to teaching the language arts. Emphasis will be given to methods for fostering development in all language processes: speaking, listening, writing and reading. Students will examine process writing in detail and

observe/assist in a classroom. The field experience component requires up to 10 hours in a public school setting. Prerequisite: EDU-255.

EDU-345 Language Minorities in Public Schools (3.00 cr.)
(Spring, Course Offered Every Year)

This course is an introduction to the field of teaching English as a second language and a comprehensive look at research, policies, and effective practices for students who are from culturally and linguistically diverse backgrounds. The course weaves the theories with the practice of second language education, second language acquisition, cultural diversity, content integration and assessment, literacy development, programs and policies, ESL special education, and home/school connections. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-350 Teaching in the Middle School (3.00 cr.)
(Spring, Course Offered Every Year)

A study of how middle schools, working with other institutions, can best meet the needs of the young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Field experiences required.

EDU-358 Social Studies in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered.

EDU-359 Science in the Elementary School (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Admission to the Teacher Education program or permission of the instructor is required.

EDU-400 Reading in the Elementary School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will address the research, theory and instructional practices related to the reading process and reading instruction in the elementary school (K-6). The course will emphasize balanced literacy instruction to include phonemic awareness, phonics, fluency, vocabulary and reading comprehension of narrative and expository text. Students will plan and teach lessons designed to meet the needs of all learners. A concurrent practicum offers opportunities to apply concepts and skills learned in this course. Prerequisites: admission to the K-6 licensure program and EDU-300. Co-requisites: EDU-401, EDU-402.

EDU-401 Teaching Math in the Elementary School (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Students investigate, evaluate and select content, methods and materials used in teaching and assessing mathematics in the elementary school. A concurrent practicum offers opportunities to apply concepts and skills learned in this course. This course is not required as a corequisite for Licensure students in Teaching English as a Second Language. Prerequisite: admission to the K-6 licensure program and EDU-234. Corequisite courses: EDU 400, EDU-402.

EDU-402 Preservice Practicum (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. School observations will be required. This course and its corequisites should be taken in the semester immediately preceding block. Prerequisites: EDU-300. Corequisite courses: EDU-400, EDU-401.

EDU-440 Seminar in Education (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of the current issues having a direct influence upon educational practice and research. School observations required. Admission to the Teacher Education program is a prerequisite. Block class. Pass/Fail grading only. Corequisite courses: EDU-443, EDU-444, EDU-445 and EDU 490, or EDU-450, EDU-466 and EDU 490, or EDU 450, EDU 466, EDU-467 and EDU-490.

EDU-443 Teaching in the Elementary School (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Admission to the Teacher Education Program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU-444, EDU-445, and EDU-490.

EDU-444 Arts in the Elementary School (2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The purpose of this course is to provide an opportunity for prospective teachers to integrate the fine arts through use of the school as a laboratory setting. College and classroom teachers will model appropriate methodology through demonstration and practice. The student will write, implement, and assess lesson plans that will integrate the arts into the K-6 curriculum. Additional hours of school observations are required. Admission to the Teacher Education program is a prerequisite. Block class. Prerequisites: ART-244 DAN-244 MUS-244 THE-244. Corequisite courses: EDU-440, EDU-443, EDU-445, and EDU-490.

EDU-445 Teaching ESL in the Elementary School (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An overview of the field of teaching ESL, this course focuses specifically on the knowledge, strategies, and resources that teachers need to work with culturally and linguistically diverse K-6 students. Some field experiences are required. Admission to the teacher education program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU-443, EDU-444, and EDU-490.

EDU-450 Reading in the Content Areas (2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A series of experiences designed for the classroom teacher or for the assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block class. Corequisite courses: EDU-440, EDU-466, EDU-490.

EDU-466 Pre-Adolescent & Adolescent Behavior (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An examination of the characteristics, needs, and challenges of preadolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block class. Corequisite courses: EDU-440, EDU-450, EDU-490.

EDU-467 The Secondary School (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block class. Corequisite courses: EDU-440, EDU-450, EDU-466, EDU-490.

EDU-490 Observation and Directed Teaching (6.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Designed to provide the student internship experience at the appropriate grade level in a school setting: Elementary education: B-K [birth to kindergarten]; public schools' pre-kindergarten and kindergarten classrooms; K-6; Middle grades education: Students at the 6-9 grade levels; Secondary education: Students at the 9-12 grade levels; Special subject area education: Students at the K-12 grade levels; Occupational education: Students at 7-12 grade levels, family and consumer sciences; 9-12 levels, business. Weekly seminars are arranged. Admission to the Teacher Education program is a prerequisite. Internship fee assessed. Block class. Pass/Fail grading only.

EDU-498 Honors Thesis in Education (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet honors program thesis requirements as well as expectations of the education faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

EDU 499 Research in Education (2.00-3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to junior and senior students interested in doing research in education. In conjunction with a faculty member, the student will formulate and execute an original research project that will culminate in a formal written report and an oral presentation. The student will be expected to work approximately three hours per week for each semester hour of credit. A "Research Course Information Form" completed by the student and the faculty mentor is required for registration. Research. Pre-requisite: EDU 232 or EDU 234 (may be waived at the discretion of the faculty mentor for students not seeking licensure).

EDU-745 Introduction to Methods of ESL (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of the methods for teaching English as a second language in K-12 classrooms. Content includes a focus on teaching the various language skills, on lesson planning and teaching resources, adapting content lessons, and assessment strategies. Admission to the Teacher Education Program is required prior to enrollment. Prerequisites: EDU-345.

English

ENG-090 Review of Writing Fundamentals (3.00 cr.)*(Fall, Course Offered Every Year)*

A review of the concepts of traditional grammar and punctuation, with ample opportunities to practice proofreading skills, and a refresher course in constructing paragraphs and writing short essays as preparation for freshman composition. Counts as 3 hours credit toward the semester course load and full-time student status but does not count as college credit.

ENG-111 Principles of Writing (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Instruction and practice in writing well-organized compositions with a review of grammar, punctuation, and sentence structure. Students must pass ENG 111 with a C or better in order for it to fulfill the prerequisite requirement for other courses in the department.

ENG-112 Expository Writing (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG-111.

ENG-150 Apprenticeship - "Herald" (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An internship in which students acquire skills in journalism and build a portfolio by working on the campus newspaper. Prerequisite: ENG-111.

ENG-155 Tutor Training (1.00 cr.)*(Spring, Course Offered Every Year)*

This course is designed to prepare prospective tutors for their work in the Learning Center. Enrollment by invitation only. Prospective tutors must be recommended by members of the English Department. Instructor's consent required.

ENG-175 Grammar (1.00 cr.)*(Spring, Course Offered Every Year)*

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English licensure students. Prerequisite: ENG-111.

ENG-200 Texts and Contexts (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

An intertextual course in reading and writing that puts foundational works of the English tradition in conversation with other texts from British, American, and world literature. The course emphasizes reading, writing, and research skills, and it is a prerequisite for most other literature courses in the department. Prerequisite: ENG-111.

ENG 203 World Literature in the Twentieth Century (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of twentieth century fiction, autobiography, and drama from Africa, Asia, Europe, and South America, emphasizing historical backgrounds of the works. Readings will focus on traditional cultures and conflicts with modernism including major historical issues of colonialism, imperialism, war, revolution, feminism, and technology. When linked with HIS 103 this course fulfills the CORE 200 requirement. This course meets the general education literature requirement. Prerequisite: ENG-111.

ENG-206 Survey of American Literature (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-211 Survey of British Literature I (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of selected British works from the Old English period through the eighteenth century, this course introduces students to the early classics of English literature and helps place those works in their social and historical contexts. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-212 Survey of British Literature II (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of selected British works from the nineteenth century to the present, this course introduces students to classics of English literature and helps place those works in their social and historical contexts. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-215 Survey of American Literature I (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

A study of selected major American writers from the colonial period to 1865, including poetry, fiction, essay, history, and autobiography. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-216 Survey of American Literature II (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

A study of selected major American writers from 1865 to the present, including poetry, fiction, drama, essay, history, and biography. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-220 Creative Nonfiction (3.00 cr.)*(Fall or Spring, Every Other Year)*

This course combines critical reading, informal reflection, and formal writing on a topic of current intellectual or community interest. Prerequisites: ENG-111.

ENG-230 Writing for Campus Publications (1.00 or 2.00 cr.)*(Fall and spring; Course Offered Every Year)*

A course that requires students to serve as staff writers for the campus newspaper and for the literary magazine and to sell ads, work on layouts, and distribute publications across the campus. Prerequisite: ENG-111.

ENG-235 Writing of Poetry (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Prerequisite: ENG-111.

ENG-236 Writing of Fiction (3.00 cr.)*(Fall, Even-Numbered Years Only)*

Narration from the writer's perspective. Includes analysis of contemporary fiction and the writing of fiction. Prerequisite: ENG-111.

ENG-240 Introduction to Film (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period to the present by both American and European directors. This course does not meet the general education literature requirement. Prerequisite: ENG-111.

ENG-242 Romantic Comedy (3.00 cr.)*(Varies, Contact Dept. Head)*

A study of drama, fiction, and film, mostly British and American, that have helped to create and sustain this popular twentieth-century tradition. The works will include at least three Shakespeare comedies, one or two Restoration or eighteenth-century comedies, a novel by Jane Austen, plays by Shaw and Wilde, and a contemporary comic novel; and a film a week, chosen to balance movies from the first and the second halves of the sound era. This course meets the general education literature requirement. Prerequisite: ENG-111.

ENG-245 Introduction to Journalism (3.00 cr.)
(Fall, Course Offered Every Year)

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Prerequisite: ENG-111.

ENG-247 Introduction to Professional Editing (3.00 cr.)
(Spring, Course Offered Every Year)

A course in editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing. Prerequisite: ENG-111.

ENG-250 Document Design (3.00 cr.)
(Spring, Course Offered Every Year)

This course offers an introduction to theory and practice of text/image relationships in specific communication contexts. Students will study the ways in which texts and images work together to create meaning in various written and electronic documents, and they will design print and electronic documents. This course aims to prepare professional communications minors to contribute to communication projects and teams in the workplace.

ENG-270 Literary Research/Critical Theory (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the research tools in English studies and a practicum in research methods including finding sources, recognizing different critical approaches, creating an annotated bibliography, and introducing quoted or paraphrased material correctly. Prerequisite: ENG-200.

ENG-280 Special Topics in Professional Writing (3.00 cr.)
(Course Offered As Needed)

This course draws upon the specialized expertise of the instructor and focuses upon one type of writing used in professional settings. Topics include public relations, business, research, and promotional writing. Students will study strategies and contexts for the selected topic and generate original writing projects and presentations. Prerequisites: ENG-111. This course may be taken more than once under rotating topics.

ENG-300 Special Topics in English (3.00 cr.)
(Fall and Spring, Course Offered Every Semester with Varying Topics)

A focused study of a period, genre, movement or theme not covered by the department's standard course offerings. May include literature of a geographic or cultural region within or outside the United States, advanced study of a particular author or artistic movement, or investigation of a theme or issue across genres, periods or nationalities. Fulfills the general education literature requirement. Prerequisite: ENG-200.

ENG-330 African-American Writers (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-335 20th Century World Literature in Translation (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-340 Development of the British Novel (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the development of the British novel from its origins to the

beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy, and others. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-345 Irish Renaissance (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-350 Modern Drama (3.00 cr.)
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as THE-350. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-351 Old English (3.00 cr.)
(Fall, Course Offered Every Year)

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Prerequisite: ENG-200.

ENG-352 Chaucer (3.00 cr.)
(Spring, Course Offered Every Year)

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-353 History of the English Language (3.00 cr.)
(Fall, Course Offered Every Year)

A course in the historical development of the English language from Proto-Indo-European through the present, including phonology, morphology, semantics, and dialect. We will pay particular attention to the historical and social influences on the language and on those who speak and write it. Prerequisite: ENG-200.

ENG-355 Shakespeare (3.00 cr.)
(Fall, Course Offered Every Year)

A study of selected English history plays and early comedies. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-356 Shakespeare (3.00 cr.)
(Spring, Course Offered Every Year)

A study of selected tragedies, late comedies, and romances. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-357 Seminar in 17th Century Poetry (3.00 cr.)
(Varies, Contact Dept. Head)

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. This course meets the general education literature requirement. Prerequisite: ENG-200, ENG-270.

ENG-358 Professional Writing (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a proposal, an academic paper, a review, a how-to piece, and an opinion piece. A brief review of grammar and proofreading. Prerequisite: ENG-111.

ENG-359 Seminar in American Women Writers (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of fiction, poetry, biography, drama, and criticism in which American women have explored their own lives and the culture which shaped them. Students of art, history, sociology, psychology, and religion have been welcome and successful members of this class. The seminar offers opportunity for personal expression and independent research. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-360 Seminar in Southern Writers (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A study of fiction, poetry, drama, essays, and autobiographies by Southern American writers. Topics include artistic structures and genre, issues of family and social institutions, religious and philosophical differences, and treatments of the land. Students of several disciplines have been successful and valued members of the seminar. The seminar format offers opportunity for personal expression and independent research. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-364 20th Century Poetry in English (3.00 cr.)*(Spring, Even-Numbered Years Only)*

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-365 English Poetry of the Romantic Period (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-367 English Literature of the Victorian Period (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A study of Victorian poetry and prose (fiction and non-fiction), with attention to the works of both men and women of the period. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-368 English Literature of the 18th Century (3.00 cr.)*(Spring, Even-Numbered Years Only)*

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-370 20th Century Prose Through 1945 (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A study of fiction, non-fiction, and drama by British and American writers from 1900-1945. Works are chosen to illustrate schools, trends, and the range of prose from the first half of the century. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-371 20th Century Prose After 1945 (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

A study of fiction, non-fiction, and drama by British and American writers along with works in English by contemporaries from around the globe. Works are chosen to illustrate schools, trends, and the range of prose after 1945. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-495 Seminar in European Literature (3.00 cr.)*(Spring, Course Offered Every Year)*

Representative epics, dramas, and novels of continental literature studied in relation to English literature. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-498 Honors Research Project (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Under the supervision of a faculty member, a student will investigate the critical response to a literary work, come to her own conclusions about the pattern of response to it, and enter the critical debate, giving and defending her own interpretation. Projects will culminate in a research paper and an oral presentation. Prerequisites: ENG-200, ENG-270.

ENG-499 Research Project (1.00–3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

Under the direction of a faculty member, a student will investigate the critical response to a literary work and come to her own conclusions about the pattern of response to it. In projects of more than one hour, she will enter the critical debate, giving and defending her interpretation. All projects will culminate in a research paper. Projects of more than one hour will also be presented orally. Prerequisites: ENG-200, ENG-270.

ENG-505 Study of Linguistics (3.00 cr.)*(Fall, Course Offered Every Year)*

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

ENG-764 The Teaching of English (2.00 cr.)*(Spring, Course Offered Every Year)*

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

ENG-765 Practicum in Teaching English (1.00 cr.)*(Fall, Course Offered Every Year)*

A lab in which students will teach sample lessons, videotape lessons, and critique their own performance and that of their peers.

Environmental Studies

ENS-498 Honors Thesis: Environmental Studies (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the environmental studies faculty.

ENS-499 Research in Environmental Studies (1.00–4.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

Senior research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form.

Ethics and the Public Interest

EPI-499 Research in Ethics and Public Interest (3.00 cr.)*(Fall, Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will pursue original research in the area of ethics broadly construed [theoretical or applied] and/or specific policy issues from an ethical perspective. The research project will culminate in a paper and a presentation, if appropriate. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior students in the Ethics and Public Interest minor who have completed REL/PHI-220, POL-203, and six credits of electives in the minor.

Exercise and Sports Sciences

ESS-200 Foundations Physical Education, Sport and Fitness (3.00 cr.)*(Spring, Course Offered Every Year)*

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of subdisciplines in the field, career opportunities and future directions. Issues and ethical concerns are introduced.

ESS-220 Principles of Strength Train & Conditioning (2.00 cr.)*(Fall, Course Offered Every Year)*

This course is designed to provide practical application of fitness, wellness and conditioning concepts. The course provides a comprehensive, comparative overview of the physiological responses and adaptations of resistive training and aerobic and anaerobic exercise. A comprehensive study of training theory and methodologies is included.

ESS-255 Lifespan Motor Development (3.00 cr.)*(Spring, Course Offered Every Year)*

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skills acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required.

ESS-300 Issues/Management: Sport & Physical Education (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.

ESS-310 Exercise Leadership (3.00 cr.)*(Spring, Course Offered Every Year)*

This course is designed to prepare the student through active participation to develop practical knowledge and skills necessary to instruct group fitness programs. Students will learn teaching methodologies for the following types of training: basic aerobics and step aerobics, circuits, stability ball, medicine ball, tubes and bands, light free weights, flexibility, and floor exercise.

ESS-320 Assessment in Physical Education, Sport and Fitness (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.

ESS-350 Topics in Exercise and Sport Science (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

The study of topics in the discipline of exercise and sport science as determined by faculty expertise and student interest. Possible topics to be offered are: psychology of movement, sociology of sport, movement and aging, and principles and theories of coaching. A description of the selected topic will be included in the registration schedule. May be taken for course credit more than once with different topic. Course prerequisites will be listed as appropriate. Course open to juniors and seniors only.

ESS-451 Practicum: Exercise/Sports Science (3.00–6.00 cr.)*(Spring, Course Offered Every Year)*

A supervised field experience in a fitness, sport, or wellness-related agency. Students will meet regularly with a college supervisor to integrate exercise and sports science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisites: ESS-485, ESS-486.

ESS-460 Senior Seminar (2.00 cr.)*(Spring, Course Offered Every Year)*

This course provides a culminating experience for students and builds upon the foundations of the Exercise and Sport Science curriculum in giving a greater understanding of practical experience during the field experience semester. The seminar format will assist students in summarizing and reflecting on experiences learned and demonstrated through their program of study. Each student will prepare and present a professional portfolio to the department as an exit requirement. Course limited to seniors.

ESS-475 Motor Learning & Skills Performance (3.00 cr.)*(Fall, Even-Numbered Years Only)*

This course is designed to provide an examination of factors that affect the acquisition and performance of motor skills. Emphasis is placed on the integration of the theoretical knowledge with mechanical, environmental, and neuromuscular factors that influence the learning and performance of motor skills. Significant laboratory experiences included.

ESS-482 Kinesiology (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisites: BIO-322, BIO-342.

ESS-485 Exercise Physiology (3.00 cr.)*(Spring, Course Offered Every Year)*

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet,

gender, and the methods of physical training. Prerequisites: BIO-322, BIO 342. Corequisite courses: ESS-487.

ESS-486 Exercise Prescription (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of both healthy individuals as well as those requiring accommodation for special needs or medical conditions. Course content will also include the business management aspects of a career in fitness program development. Prerequisites: BIO-322, BIO-342.

ESS-487 Exercise Physiology Lab (1.00 cr.)
(Spring, Course Offered Every Year)

A laboratory course examining the foundations of the human energy systems and their relation to disease and exercise. Emphasis on physiological testing and muscular activity, with special attention to the effects of exercise stress on physiological processes within the body. Prerequisites: BIO-322, BIO-342. Corequisite courses: ESS-485.

ESS-499 Introduction to Research in ESS (3.00 cr.)
(Fall, Course Offered Every Year)

This course introduces the design and application of research methodologies in exercise and sport science. The student will formulate an original research project that will culminate in a research paper and presentation. Open to senior majors and minors; others with instructor approval. Prerequisites: ESS-320.

ESS-742 Methods of Healthful Living Ed (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Study of the role health and physical education plays in child development, school curriculum, and society. Prospective teachers will learn basic knowledge, skills, and dispositions in the fields of health and physical education to allow them to prepare developmentally appropriate lessons using the Healthful Living Curriculum. Course includes observations and teaching experiences in a school setting during school hours.

ESS-743 Teaching Physical Education in the Elementary School: PE Majors (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A course designed to offer prospective physical education teachers with experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Extensive field experiences are required.

ESS-744 Methods for Teaching Team, Individual and Recreational Sports (2.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to the teaching of physical education activities in grades 6-12. This course focuses on the nature and scope of teaching physical education activity across the broad spectrum of individual, dual, team, and recreational activity. This course includes opportunities for planning and implementing effective teaching methodologies. Emphasis will be given to developing and teaching in a skills-based curriculum that

focuses on developmentally appropriate progressions, management, and authentic skills assessment.

ESS-745 Teaching Healthful Living in the Middle & Secondary Schools (4.00 cr.)
(Fall, Even-Numbered Years Only)

A course designed to offer prospective physical education teachers with experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in health and physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels.

ESS-746 Teaching Physical Education Special Needs K-12 (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences.

Family and Consumer Sciences

FCS-274 Consumer Economics (3.00 cr.)
(Spring, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as ECO-274.

FCS-290 Foundations in Family and Consumer Sciences (1.00 cr.)
(Fall, Spring, Course Offered Every Year)

Historical and theoretical perspectives, and current trends in various disciplines in Human Environmental Sciences are explored. Students will be provided with the foundation to apply human systems theory and life course development to their area of specialization in Child Development, Family and Consumer Sciences, Fashion Merchandising and Design, Foods and Nutrition, and Interior Design.

FCS-299 Introduction to Research in Family & Consumer Science (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Family and Consumer Sciences. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required.

FCS-325 Supervised Work Experience in FCS (1.00-4.00 cr.)
(Summer, Course Offered Every Year)

Provides a guided internship experience as required for North Carolina Family and Consumer Sciences Teaching Licensure. The internship is secured by the student in a family and consumer sciences-related field, and is conducted in cooperation with an approved internship sponsor. For each credit hour, the student completes 100 hours of the supervised work experience. Pass/Fail grading only.

FCS-355 Family Resource Management (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

FCS-424 Professional Perspectives in FCS (3.00 cr.)*(Fall, Course Offered Odd Years)*

Investigation of historic development, interdisciplinary nature, integrative approach, and ethical perspectives of Family and Consumer Sciences-field of study; introduction to professional opportunities within business, education, research, and service agencies; formulation of individual career plan. This course is ethics intensive. 3 credit hours.

FCS-425 FCS Practicum (3.00 cr.)*(Spring, Course Offered Even Years)*

Provides a culminating experience for Family & Consumer Sciences majors seeking careers in business and community services. The internship is selected by the student through career analysis, and is conducted in cooperation with an approved internship sponsor. The student must work 150 hours total over the course of the semester in an approved site. Prerequisite: FCS-424.

FCS-498 Honors Thesis in Family & Consumer Science (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the family and consumer sciences faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FCS-499 Research in Family & Consumer Science (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring topics and problems in Family and Consumer Sciences. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FCS-355.

FCS-764 Methods of Teaching Family & Consumer Science (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of planning, implementing, and evaluating family and consumer sciences programs. Emphasis on identifying needs of learners, writing objectives, planning lessons, using a variety of teaching/learning strategies, and assessing effectiveness. Required for secondary family and consumer sciences licensure students and foods and nutrition majors.

FCS-765 Family & Consumer Science Education (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FCCLA), and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

Fashion Merchandising and Design

FMD-114 Apparel Merchandising (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

FMD-115 Principles of Clothing Construction (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory each week.

FMD-212 Visual Merchandising (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

FMD-213 Clothing and Society (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied.

FMD-226 Tailoring (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. One lecture and five hours of laboratory each week. Prerequisites: FMD-115.

FMD-244 Retail Merchandising (4.00 cr.)*(Spring, Course Offered Every Year)*

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

FMD-299 Introduction to Research in FMD (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating issue and problems in Clothing and Fashion Merchandising. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-214.

FMD-315 History of Costume (3.00 cr.)*(Fall, Course Offered Every Year)*

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as ART-315.

FMD-318 Apparel Design Development (2.00 cr.)*(Spring, Course Offered Every Year)*

The application of technical, creative, and analytical skills in developing seasonal apparel lines. Emphasis will be placed on targeting market identification, selecting fabric and trimmings in relation to price determi-

nation, developing operation sheets, and budgeting seasonal collections. Prerequisites: FMD-114, FMD-115.

FMD-418 Textiles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

FMD-425 Draping (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as ART-415. Prerequisites: FMD-115, and FMD-427 or ART-427.

FMD-427 Apparel Design (3.00 cr.)
(Fall, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as ART-427. Prerequisites: FMD-115.

FMD-428 CAD Apparel Design (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original designs, patterns, grading, and markers. Students must have computer experience. Prerequisites: FMD-115, and FMD-427 or ART-427.

FMD-442 Retail Buying (3.00 cr.)
(Fall, Course Offered Every Year)

This course applies retail strategy and merchandising principles to the day-to-day activities and responsibilities of a retail buyer. Emphasis on customer identification, sales forecasting, merchandise budgeting, assortment planning, merchandise procurement, and vendor analysis. Prerequisites: FMD-244.

FMD-443 Special Problems in Retailing (2.00 cr.)
(Spring, Course Offered Every Year)

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisites: FMD-244.

FMD-495 Senior Project (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Senior design students will prepare and install an exhibition of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality arrangements. Either option should include at least ten complete, original outfit designs.

FMD-498 Honors Thesis in FMD (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the clothing and fashion merchandising faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FMD-499 Research in Fashion Merchandising & Design (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Fashion Merchandising and Design. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-114, FMD-244.

First Year Experience

FYE-100 First Year Experience (1.00 cr)
(Fall, Course Offered Every Year)

The First Year Experience class is designed to facilitate a successful transition for women entering higher education. Emphasis will be placed on academic success, personal growth and self-management, campus/community resources and involvement, and ethical citizenship and diversity through interaction among students, faculty, staff and the community.

Foods and Nutrition

FN-124 Principles of Food (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory each week. Lab fee: \$25.00

FN-227 Introductory Nutrition (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

FN-250 Perspectives in Nutrition (2.00 cr.)
(Spring, Course Offered Every Year)

A holistic view of varying perspectives in nutrition and foods. Current and timely issues relating to hunger, food science, nutrition, policy issues and the food industry will be discussed in relation to local and global perspectives. Students will be given the opportunity to contemplate the vast potential for integration of nutrition into daily life and debate differing perspectives. Prerequisite: FN-227.

FN-260 Nutrition in Diverse Populations (3.00 cr.)
(Fall, Course Offered Every Year)

Principles of human nutrition applied to meet the health and nutrition needs at different stages of the life cycle. Role of culture, ethnicity and religion on food selection, dietary intake, and nutrition and health status. Government and community resources providing food and nutrition assistance will be discussed. Prerequisite: FN-227.

FN-299 Introduction to Research-Foods & Nutrition (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Foods and Nutrition. This course will provide an introduction to the research methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors in the Department of Human Environmental Sciences and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent

required. Prerequisite: FN-227.

FN-310 Food Service Management Systems I (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to the use of food quality management in food service systems, including the application of quantity food production principles, with an emphasis on quality quantity food production, menu planning, food service equipment use, and facility design. Prerequisite: FN-124. Corequisite courses: FN-311, FN-312.

FN-311 Food Service Management Systems Lab for FN (1.00 cr.)
(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in quantity food settings. This course is designated for Food and Nutrition majors to supplement work in FN-310. Three laboratory hours per week. Lab fee: \$25.00. Prerequisites: FN-124. Corequisite courses: FN-310.

FN-312 Food Service Management Systems Lab for FCS (1.00 cr.)
(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in conventional and industrial settings. This course is designated for Family and Consumer Science majors to supplement work in FN-310. Three laboratory hours per week. Lab fee: \$25.00. Prerequisites: FN 124. Corequisite courses: FN-310.

FN-320 Food Service Management Systems II (4.00 cr.)
(Spring, Even Years)

Applied investigation into the use of management resources in food service systems, fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Laboratory experiences are required. Prerequisites: FN-124, FN-310, ACC-230, and FN-311 or FN-312.

FN-330 Experimental Food Science (3.00 cr.)
(Fall, Even Years)

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Lab fee: \$25.00. Prerequisites: FN-124, FN-227, BIO-101, BIO-141.

FN-340 Nutrition Biochemistry & Metabolism (4.00 cr.)
(Spring, Course Offered Every Year)

A study of the essential macro- and micronutrients, related compounds, and phytochemicals in the diet of humans, their relationships, metabolism at the cellular level, and relationship to health. Research methods and study design in nutrition. Prerequisites: FN227, CHE-221, CHE-241, BIO-251.

FN-440 Medical Nutritional Assessment, Therapy & Counseling I (4.00 cr.)
(Fall, Course Offered Every Year)

An integration of the biochemical and physiological processes in development and support of specific medical conditions with emphases on assessment and the process of developing appropriate medical nutritional therapies and appropriate nutritional counseling of individuals and groups. This is the first of a two-course sequence. Prerequisites: CHE221 CHE-241 FN-227, FN-340. Corequisite courses: BIO-322, BIO-342 or BIO-323, BIO-343.

FN-450 Medical Nutritional Assessment, Therapy & Counseling II (4.00 cr.)
(Spring, Course Offered Every Year)

The purpose of this course is to provide a culminating comprehensive study of the medical nutritional care process. Application of biological, physiological, and chemical parameters influencing specific medical conditions will be used in the study of nutritional etiology and support for disease processes. Assessment, development of appropriate scientifically-based medical nutritional therapy, and interviewing and counseling of the individual or group will be incorporated in the focus of the course. Case studies and hands-on learning experiences in anthropometric assessment specific to the medical nutritional intervention will be used for students to demonstrate attainment of competencies related to this course. The various roles of the medical nutritional team, nutritional, medical, pharmacological and nursing disciplines, will be considered in light of providing medical nutritional therapy for the individual or group. Prerequisites: FN-440.

FN-480 Colloquium in Nutrition (1.00 cr.)
(Spring, Course Offered Every Year)

Through selected readings and small group discussions, students will explore and critically analyze major concepts and developments in the field and enhance their awareness of the role of nutritionists in society. Students will complete, present and discuss her work and accomplishments in the major and the field in the form of a digital portfolio at the end of the course.

FN-498 Honors Thesis in Foods & Nutrition (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the foods and nutrition faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FN-499 Research in Foods & Nutrition (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project exploring topics and problems in Foods and Nutrition. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FN-227, 8 credits from CHE, 7 credits from BIO.

Foreign Language

FL-121 Awareness of Language (3.00 cr)
(Varies, Contact Dept. Head)

The course is specifically designed not to target any one language but to offer a practical introduction to the linguistic framework common to all languages. It introduces basic linguistic terms and concepts relating to the structures, meanings, sounds, and appropriateness of words and sentences in natural language. Also, it develops skills and strategies for successful foreign language acquisition both within and outside the classroom. This course does not satisfy the Foreign Language Competency Requirement. Course will be offered as needed. No prerequisites.

FL-764 The Teaching of a Foreign Language (4.00 cr.)*(Fall, Course Offered Every Year)*

A pre-professional course aimed at identifying the goals of foreign language teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for an academic year. Required for all students seeking licensure in a foreign language. Student must be admitted to the School of Education before enrolling in this course. May not be counted toward a major. Instructor's consent required.

French**FRE-101 Elementary French Conversation I (3.00 cr.)***(Fall, Course Offered Every Year)*

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for FRE-103. Independent language laboratory work required each week.

FRE-102 Elementary French Conversation II (3.00 cr.)*(Spring, Course Offered Every Year)*

A review and continuation of FRE-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work is required each week.

FRE-103 Structural French (3.00 cr.)*(Fall, Course Offered Every Year)*

A thorough and accelerated review of first-year French for students who had two years of high school French, but who do not qualify for FRE-205. Independent language laboratory work required each week. May not be taken following FRE-101 or FRE-102.

FRE-205 Intermediate French I (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A review and continuation of FRE-102 or FRE-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: FRE-102 or FRE-103.

FRE-206 Intermediate French II (3.00 cr.)*(Varies, Contact Dept. Head)*

A continuation of FRE-205. Emphasis on the reading and discussion in French of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: FRE-205.

FRE-207 Intermediate Conversation in French (3.00 cr.)*(Varies, Contact Dept. Head)*

An intermediate-level course designed for students who have completed FRE-205 and FRE-206 (or equivalent). FRE-207 aims to increase the student's oral proficiency in French through review, practice, and diverse stimuli for conversation. Content includes structured review of the primary verb tenses and of principal grammar points. Daily discussions and conversation. Regular reading of magazine and newspaper articles. Viewing of feature films. Occasional short essays and informal writing. The course is conducted in French. Weekly language laboratory work required. May be repeated for credit through an approved program of study abroad. Course offered as needed. Prerequisites: FRE 205 (Intermediate French I) and FRE 206 (Intermediate French II), or equivalent. Co-requisites: None.

FRE-299 Introduction to Research in French (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of com-

plexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from FRE at Level 200 or above.

FRE-300 Life and Study Abroad**(1.00–3.00 cr.)***(Varies, Contact Dept. Head)*

Intensive study and homestay in France. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

FRE-301 Business French**(3.00 cr.)***(Spring, Odd-Numbered Years Only)*

A survey of the vocabulary and principles of the French business world with special attention to the development of practical communication skills. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-302 Topics in Language and Culture**(1.00–3.00 cr.)***(Varies, Contact Dept. Head)*

Offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year French. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-304 French Civilization**(3.00 cr.)***(Fall, Even-Numbered Years Only)*

A survey of the political and cultural history of France, including its contributions to Western culture in the fields of art, religion and music. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-305 French Phonetics and Phonology**(3.00 cr.)***(Fall, Course Offered Every Year)*

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all French majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-306 Advanced Grammar, Composition, Linguistics**(3.00 cr.)***(Varies, Contact Dept. Head)*

Study of complex grammar structures designed to improve students' writing skills. Required of all French majors and minors. One hour of non-credit language laboratory required each week. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-307 Advanced Conversation**(3.00 cr.)***(Varies, Contact Dept. Head)*

Focuses on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of French majors. Open to juniors and seniors or to other students with permission from

the instructor. May be taken without prerequisite courses with permission from the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

FRE-308 Francophone Literature (3.00 cr.)
(Fall, Even-Numbered Years Only)

Introduction to a variety of texts from the French-speaking world. Students will learn practical strategies for reading and analyzing a variety of literary genres in various media (text, film, music, art). Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-309 French Women Writers (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Introduction to a broad range of female authors from the Middle Ages to the present, expanding the students' understanding of how writing is shaped by gender, history and society. Students will learn practical strategies for reading and analyzing a variety of genres. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-350 French Seminar (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in French. Aspects of the culture, civilization, and literature of French-speaking countries will be discussed. Will include films, workshops, field trips, and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters are required of French majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: Take either FRE-205 and FRE-206 or FRE-305 and FRE-306 or equivalent.

FRE-364 Topics in French Literature I (3.00 cr.)
(Varies, Contact Dept. Head)

Selected readings in French literature from the Middle Ages to the French Revolution with some emphasis on culture and civilization. The course has a different theme each time it is offered. May be taken without the prerequisite courses with permission of the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

FRE-365 Topics in French Literature II (3.00 cr.)
(Varies, Contact Dept. Head)

Selected readings in French literature from the French Revolution to the present with some emphasis on culture and civilization. The course has a different theme each time it is offered. May be repeated for credit. May be taken without prerequisite courses with permission of the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

FRE-498 Honors Thesis in French (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of French language or Francophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from FRE at Level 300 or above.

FRE-499 Junior & Senior Research in French (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of French

language or Francophone literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from FRE at Level 300 or above.

Geoscience

GEO-200 Earth Science (3.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite lab counts as a laboratory science for general education requirements. Corequisite courses: GEO-240.

GEO-203 Geographic Information System (GIS) 3 hours
(Fall, Course Offered Every Year)

This course provides students with the experience of finding and analyzing a variety of geographically referenced data, and then presenting them in graphical and statistical formats in order to answer research questions from everyday life. This process will include spatial reasoning, problem definition, and appropriate applications for planning and decision-making. Prerequisite: None

GEO-205 World Regional Geography (3.00 cr.)
(Spring, Course Offered Every Year)

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade. Counts as a social science elective for general education requirements.

GEO-206 Meteorology (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the nature, origin, processes and dynamics of the atmosphere that result in weather variability and climate change and their impact on human activity. Knowledge of algebra required, but a calculator is not required. Prerequisites: One laboratory science course (BIO-101/141, CHE-111/141, GEO-200/240, or PHY-211/241).

GEO-240 Earth Science Laboratory (1.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite course counts as a laboratory science for general education requirements. Corequisite course: GEO-200.

GEO-299 Introduction to Research (1.00–2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. GEO-200 is strongly recommended as a prerequisite to this course. May be repeated for a total of three credit hours.

GEO-326 Environmental Resources (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

This course is an introduction to the inter-relationships among the physical, chemical, and biological processes and the large variety of resources of the physical world. Consequences from natural phenomena and, increasingly, human activities that use various resources, give rise to a number of environmental problems. Potential solutions to these problems will be discussed. This course meets the General Education Science in Society requirement. Prerequisites: take CHE111 and CHE-141 or GEO-200 and GEO-240.

GEO-499 Research (1.00–2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to junior and senior geoscience minors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: GEO-200.

German

GER-101 Elementary German I (3.00 cr.)*(Fall, Course Offered Every Year)*

Introduction to the German language including grammar, graded readings, and speaking. Independent language laboratory work required each week.

GER-102 Elementary German II (3.00 cr.)*(Spring, Course Offered Every Year)*

Review and continuation of GER-101. Independent language laboratory work required each week. Prerequisites: GER-101.

GER-205 Intermediate German I (3.00 cr.)*(Fall, Course Offered Every Year)*

Review of German grammar; introduction to more difficult aspects of the language; readings of appropriate difficulty; increased practice in speaking German. Independent language laboratory work required each week. Prerequisites: GER-102.

GER-206 Intermediate German II (3.00 cr.)*(Spring, Course Offered Every Year)*

A continuation of GER-205. More advanced grammar and readings and further emphasis on speaking. Independent language laboratory work required each week. Prerequisites: GER-205.

GER-300 Life and Study Abroad (1.00–3.00 cr.)*(Varies, Contact Dept. Head)*

Intensive study and homestay in a German-speaking country. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

GER-302 Topics in Language and Culture (1.00–3.00 cr.)*(Varies, Contact Dept. Head)*

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year German. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail

grading may be elected by the student. Instructor's consent required.

Prerequisites: GER-205, GER-206.

GER-306 Advanced German Grammar (3.00 cr.)*(Varies, Contact Dept. Head)*

Study of complex grammar structures designed to improve students' writing skills. Required of all German majors and minors. Prerequisites: GER-205, GER-206.

GER-307 Advanced Conversation (3.00 cr.)*(Varies, Contact Dept. Head)*

Focuses on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER-205, GER-206.

GER-366 Advanced German Reading (3.00 cr.)*(Varies, Contact Dept. Head)*

Readings and discussions of selected authors. May be repeated for credit. Prerequisites: GER-205, GER-206.

Health

HED-100 Contemporary Health Issues (2.00 cr.)*(Fall, Course Offered Every Year)*

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

HED-200 Responding to Emergencies (2.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness. Students who successfully complete the course will receive American Red Cross Certification. Course fee assessed.

HED 220 Fitness and Wellness (2.00 cr.)*(Spring, Course Offered Every Year)*

A course designed to develop understanding in the conceptual knowledge of health and fitness in the development and maintenance of human wellness. The course will allow each student to plan a program of physical activity that meets her unique needs and interests. The ultimate goal is to help students plan for a lifetime of wellness including physical fitness and healthy nutrition.

HED-282 Prevention & Care of Movement Injuries (2.00 cr.)*(Spring, Course Offered Every Year)*

A course designed to provide instruction in the prevention and care of movement injuries. This course will include an introduction to athletic training, fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related injuries. Emphasis will be placed on providing practical opportunities to develop evaluation skills and taping techniques.

HED-320 Our Bodies-Our Lives (3.00 cr.)*(Varies, Contact Program Director)*

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "normal" body; and the way the body has been objectified in areas of fitness, health and beauty. We will look at the effects of the media, popular culture, education, and other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes.

HED-332 Human Sexuality (3.00 cr.)
(Spring, Course Offered Every Year)

The research literature on sexual interests, behaviors and relationships is reviewed through the study of the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Also offered as SOC-332.

History

HIS-101 Emergence of Western Civilization (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, and scientific revolutions to 1750.

HIS-102 Modern Western Civilization (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

The rise of industrialism, nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

HIS-103 The World in the 20th Century (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will examine key events, issues and developments in the 20th century world predominantly from the perspective of non-Western cultures. It will pay particular attention to the issues of European imperialism and de-colonization; the application of Western ideologies of liberalism, communism, and nationalism in non-Western settings; and economic and cultural globalization. Case studies will demonstrate differing responses to the challenges of modernization in the 20th century.

HIS-200 Introduction to Latin American History (3.00 cr.)
(Varies Contact Department Head)

This course will begin with a study of colonial independence, ending with the study of contemporary characteristics of modern Latin American states.

HIS-214 American History to 1876 (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

HIS-215 American History Since 1876 (3.00 cr.)
(Spring, Course Offered Every Year)

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power.

HIS-224 Introduction to Asian History (3.00 cr.)
(Varies, Contact Dept. Head)

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in important Asian regions and countries.

HIS-250 Introduction to Archaeology (3.00 cr.)
(Varies, Contact Dept. Head)

This course provides students with a basic introduction to the scope and concerns of archaeology, a deeper understanding of the human past, and a greater sensitivity to issues surrounding the reconstruction and representation of that past. Through the semester we will survey some famous archaeological discoveries of the past as well as more contempo-

rary discoveries. Over the semester we will also conduct several activities dealing with the hands-on analysis of material culture, and will visit and critically analyze local archaeological sites and reconstructions.

HIS 270 Introduction to Native American History and Cultures (3.00 cr.)
(Spring, Course Offered Even Numbered Years Only)

An overview of the history of Native Americans in North America. Students will be introduced to such topics as original migrations into North America, impact of European contact, demographics, evolution of stereotypes, historical events, important leaders, religions, societal structures, indigenous arts, traditional lifeways, and current political and social issues.

HIS-281 Introduction to African History (3.00 cr.)
(Fall, Course Offered Every Year)

This course will introduce students to the history of the African continent. It will survey the variety of environmental conditions and the ecological impact on the growth of African civilization and culture. It will examine the emergence of states and kingdoms such as the trader empires of West Africa and Great Zimbabwe in the south. It will also examine traditional African myths and epics. Other topics include the impact of Islam, European contact and the slave trade, the struggle against colonialism and apartheid, the rise of nationalism, and the problems of Africa's newly independent states including the chaos of the Congo and Rwanda, and the legacy of Mandela's South Africa. And the course will show the amazing resilience of the Africans and their uncanny talent to survive and even prosper despite the best efforts of authority and environment.

HIS-282 The Modern Middle East (3.00 cr.)
(Spring, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as POL-282.

HIS-285 Women in Global Perspective (3.00 cr.)
(Spring, Course Offered Every Year)

Economic systems have a formative impact on women's lives and the nature of their role in society. Women's experiences and the expression of these experiences in artifacts, historical documents, and literature will be studied to shed light on this relationship.

HIS-300 Introduction to Public History (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the theoretical background of public history and its disciplines; historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

HIS-302 Modern British History (3.00 cr.)
(Varies, Contact Dept. Head)

This course will examine the significant political, social, economic, and cultural transformations that have shaped British history in the modern era. It will explore key events and themes that influenced British development, including: the nature of "Britain" as a multi-national, multi-ethnic polity; the impact and influence of Britain as a commercial, and later military, global empire; the role of Britain as a "model" of evolutionary historical development; the British experience of the two world wars; the creation of a socialist welfare state in the intellectual homeland of economic and political liberalism; and recent efforts to question and reform the post-war social and political consensus.

HIS-304 Greek and Roman History (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

HIS-305 Holocaust Experiences (3.00 cr.)*(Spring, Course Offered Every Year)*

The twentieth century has witnessed the mass destruction of peoples on a scale unprecedented on the planet. Using the Holocaust in Germany as a focus and point of departure, this class will examine the Holocaust experience, as it was understood by the participants—by the persecuted and the persecutors, and by those who passively acquiesced and by those who resisted.

HIS-306 Russia in the Twentieth Century (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

This course will examine the significant events, themes, and personalities that have shaped the turbulent history of Russia and the Soviet Union in the twentieth century. Key periods and topics will include: the failed “constitutional experiment” of late Imperial Russia; the dynamics of the Russian Revolution and Civil War; the impact of Josef Stalin’s “revolution from above” and its program of collectivization, industrialization, and mass terror; the traumatic Soviet experience of World War II; the role of the Soviet Union in the Cold War; the rise of Gorbachev and the subsequent collapse of the Soviet Union.

HIS-308 20th Century Europe (3.00 cr.)*(Fall, Even-Numbered Years Only)*

This course will examine the significant events, ideas, and social transformations that shaped Europe in its most tumultuous and destructive century ever, a century marked by wars, revolutions, genocides, and the threat of nuclear annihilation. Topics will include: the nature and impact of mass industrialized warfare in the Great War; the legacies of post-war disillusionment, depression, and appeasement; the murderous conflict of the ideologies of liberalism, communism, and fascism; the European experience of Cold War and decolonization; the role of gender in modern consumer society; the evolution of European integration; and the place of Europe in the global community.

HIS-310 Modern China (3.00 cr.)*(Varies, Contact Dept. Head)*

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

HIS-311 Modern Japan (3.00 cr.)*(Varies, Contact Dept. Head)*

Survey of economic, political and social developments since the middle of the nineteenth century. Emphasis will be placed on the adaptation of traditional Japanese customs and institutions to accommodate the changes necessary for Japan to succeed in an industrial, Western-dominated world.

HIS-312 India: Past and Present (3.00 cr.)*(Varies, Contact Dept. Head)*

After an overview of the contemporary scene in India, this course will explore traditional Indian history and culture, including the ancient Indus Valley civilization, Aryan civilization, the Indo-Aryan synthesis, Hinduism, Buddhism, and Islam in India, Mughal imperial unification, the arrival of the British in India, the rise of Indian nationalism with Gandhi and Nehru, Indian independence, modern India and the role of India in the world today. Carefully selected films will complement the

readings and lectures, and students will be made aware of resources concerning India in the academic community in Raleigh and in the Research Triangle.

HIS-314 Colonial American History (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period.

HIS-315 Civil War and Reconstruction (3.00 cr.)*(Varies, Contact Dept. Head)*

A study of the years 1861–1876 with attention to causes and effects, social and political impacts, and lasting legacies of what was arguably the most important decade and a half in U.S. history.

HIS-319 Contemporary American History (3.00 cr.)*(Spring, Even-Numbered Years Only)*

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, women’s rights, and democracy.

HIS-325 Asian Civilizations (3.00 cr.)*(Varies, Contact Dept. Head)*

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

HIS-330 US & the World in the 20th Century (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

A study of global issues involving the United States vis-à-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia. May be taken for credit in political science or history. Also offered as POL-330.

HIS-333 History of the South (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

HIS-334 Methods of Historical Research (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introductory course in historical research and writing that is required of all majors and is usually taken during the junior year. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course the semester before she undertakes HIS-499, Senior Research, and HIS-495, Senior Seminar.

HIS-343 History of North Carolina (3.00 cr.)*(Varies, contact dept. head)*

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history

HIS-383 Religion in U.S. History (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

A study of the religions of the United States from the pre-colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of U.S. culture and society. Focus will be placed on major periods, movements, and events and their connections to religious experience: the founding of the republic and civil religion,

denominationalism and revivalism, frontier and utopian quests, Protestant/Catholic/Jewish interaction, slavery and civil rights, science and fundamentalism, secularism and pluralism. Cross-listed as REL-383. Prerequisites: One 100 level Religion course.

HIS-385 Europe in the Middle Ages (3.00 cr.)
(Spring, Even-Numbered Years Only)

This course will survey major developments in Western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as REL-385.

HIS-387 Age of Renaissance/Reformation (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as REL-387.

HIS-495 Senior Seminar (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A culminating seminar that brings together work done across the major, builds upon HIS-334 and links to Senior Research in History, HIS-498 and HIS-499. Students will review schools of historical interpretation and methods of historical research and then apply these to an ongoing analysis of contemporary developments both national and international. They will meet twice a week to improve oral and written communication skills through class discussion, formal presentations and a variety of written assignments. They will also make and implement plans for postgraduate education and careers. Students should take HIS-495 at the same time they pursue Senior Research in History, HIS-498 or HIS-499. May be taken without prerequisite course with permission of the instructor. Prerequisites: HIS-334 or permission of instructor.

HIS-498 Honors Thesis in History (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic during the semester before she takes HIS-498. During the semester in which she writes the honors thesis, she should also take HIS-495. Prerequisites: HIS-334 or permission of instructor.

HIS-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The faculty director must approve a preliminary research proposal during the semester before the student

takes this course. Students should take HIS-495, Senior Seminar, during the same semester that they take Senior Research. Required of senior history majors and open to junior majors with permission of the department head. May be repeated for credit for a total of six hours. Prerequisites: HIS-334 or permission of instructor.

HIS-764 The Teaching of Social Studies (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

Interdisciplinary Studies

IDS-100 Appreciation of Fine Arts (3.00 cr.)
(Varies, Contact Dept. Head)

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts.

IDS-280 China Today (3.00 cr.)
(Spring, Course Offered Every Year)

Modern China is best understood in the context of its history, perhaps the lengthiest in the world and certainly the lengthiest in Asia. This course begins with an overview of Chinese history and geography. It includes Chinese culture and the festivals that are such an important part of that culture. Students also learn about Chinese philosophy, literature, music, arts, heroes, food and ethnic minorities as well as contemporary issues.

IDS-300 Arts, Artifacts & Culture-Europe (3.00 cr.)
(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and the social life of the peoples of continental Europe based upon a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in Continental Europe. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal. To facilitate students' observations of local culture, the spoken languages of the countries being visited will be studied.

IDS-301 Arts, Artifacts & Culture-UK (3.00 cr.)
(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and social life on the peoples of the United Kingdom based on a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in the United Kingdom. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal.

IDS-350 Global Capitalism and Ethical Values (3.00 cr.)
(Course Offered As Needed)

A critical analysis of the methods by which the economic system of capitalism proposes to fulfill the basic economic goals for any society of what to produce, how to produce the output, and how goods and services will be distributed. The ethical and moral dimensions of how capitalism envi-

sions and attempts to realize individual rights, societal good, just distribution of wages and goods, and individual and societal progress will also be explored. The major focus of the course will be a philosophical analysis of capitalism as the dominant means by which the global economy currently operates and consumer culture is constituted. Particular attention will be given to the impact of capitalism on women and women's rights in a globalized economy. This is an Honors colloquium. Registration is limited to Honors scholars or by permission of the instructor.

Interior Design

ID-142 History of Architectural Interiors & Furnishings (3.00 cr.) (Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

ID-144 Interior Design I (3.00 cr.) (Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. ART-101 or ART-105 are either prerequisites or corequisites to this course. Six studio hours per week. Also offered as ART-144.

ID-243 Interior Design Drafting & Presentation (3.00 cr.) (Fall and Spring, Course Offered Every Year)

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Six studio hours per week. Prerequisites: ID-144.

ID-244 Interior Design II (3.00 cr.) (Fall and Spring, Course Offered Every Year)

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Six studio hours each week. Prerequisites: ID-144, ID-243 and ART-101 or ART-105.

ID-245 Housing Issues (3.00 cr.) (Fall, Course Offered Every Year)

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

ID-246 Interior Design Materials (3.00 cr.) (Spring, Course Offered Every Year)

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments and upholstered furniture.

ID-248 Technology Applications for Interior Design (3.00 cr.) (Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. Prerequisites: ID 144, ID 243; Pre or Co Requisite: ID 244.

ID-299 Introduction to Research in Interior Design (1.00–3.00 cr.) (Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Interior

Design. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and/or presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: ID-144.

ID-342 Special Problems in CADD (3.00 cr.) (previously the course number was ID-448) (Fall and Spring, Course Offered Every Year)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: ID-144, ID-243, ID-244, ID-248.

ID-343 Construction Technology (3.00 cr.) (Fall and Spring, Course Offered Every Year)

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID-144, ID 243, ID-244. Pre- or Co- Requisite ID-342.

ID-344 Interior Design III (3.00 cr.) (Fall and Spring, Course Offered Every Year)

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Six studio hours per week. Prerequisites: ID-144, ID-243, Pre- or Co- Requisite: ID-244.

ID-348 Interior Lighting Design (3.00 cr.) (Fall, Spring, Course Offered Every Year)

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID-144, ID-243. Pre- or Co- Requisite: ID-244.

ID-443 Professional Practices in Interior Design (3.00 cr.) (Fall, Course Offered Every Year)

This course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Students must have senior standing to enroll. Prerequisites: ID-144, ID-243, ID-244, ID-344.

ID-444 Interior Design IV (3.00 cr.) (Fall and Spring, Course Offered Every Year)

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Students must have senior status to enroll. Six studio hours a week. Prerequisites: ID-144, ID-243, ID-244, ID-343, ID-344.

ID-447 Contract Interior Design (3.00 cr.) (Fall and Spring, Course Offered Every Year)

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for non-residential interiors. Lecture and six studio hours each week. Prerequisites: ID-144, ID-243, ID-244, ID-344.

ID-498 Honors Thesis in Interior Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the interior design faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

ID-499 Research in Interior Design (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Interior Design. The research experience will culminate in a paper and/or presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: ID-244.

Italian

ITA-101 Elementary Italian I (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings, and speaking. Independent language laboratory work required each week.

ITA-102 Elementary Italian II (3.00 cr.)
(Spring, Course Offered Every Year)

A review and continuation of ITA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: ITA-101.

ITA-205 Intermediate Italian I (3.00 cr.)
(Spring, Course Offered Every Year)

This course aims to build the students' ability in speaking, reading and writing Italian, as well as understanding spoken Italian, and to allow them to delve more deeply into the culture of Italy. The course includes extensive conversational practice as well as supplemental readings of literary and cultural texts and readings from the Internet. Conducted in Italian. Prerequisite: ITA 102 (Elementary Italian II) or equivalent. Weekly work in language laboratory required. This course is a prerequisite for ITA 206. Co-requisites: None.

ITA-206 Intermediate Italian II (3.00 cr.)
(Spring, Course Offered Every Year)

This course aims to build the students' ability in speaking, reading and writing Italian, as well as understanding spoken Italian. The course includes extensive conversational practice as well as supplemental readings of literary and cultural texts and from the Internet. Conducted in Italian. Prerequisite: ITA 205 (Intermediate Italian I). Weekly work in language laboratory required. Co-requisites: None.

ITA-299 Introduction to Research in Italian (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project

whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 200 or above.

ITA-498 Honors Thesis in Italian (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of Italian language, literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 6 credits from ITA from Level 300 or above.

ITA-499 Junior & Senior Research in Italian (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 300 or above.

Latin

LAT-101 Elementary Latin I (3.00 cr.)
(Fall, Course Offered Every Year)

A course for beginners in the fundamentals of Latin grammar. Independent computer work required each week.

LAT-102 Elementary Latin II (3.00 cr.)
(Spring, Course Offered Every Year)

A review and continuation of LAT-101. Increased emphasis on reading. Independent computer work required each week. Prerequisites: LAT-101.

LAT-205 Intermediate Latin I (3.00 cr.)
(Fall, Course Offered Every Year)

An intermediate course in Latin designed to prepare the student for work with the more difficult authors, including Cicero and Ovid. Grammar review. Independent computer work required each week. Prerequisites: LAT-102.

LAT-206 Intermediate Latin II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of LAT-205 with further emphasis on advanced readings. Independent computer work required each week. Prerequisites: LAT-205.

Legal Studies

LEG-400 Legal Survey (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of the legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Open to juniors

and seniors only. Permission from the Director of the Paralegal Program is required to enroll.

LEG-401 Legal Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Legal bibliography and research methods. Included are court reports, statutes and digests; legal encyclopedias, treatises and periodicals; computer research; legal citation form; Shepard's citations; introduction to legal writing. Open to juniors and seniors only. Permission of the Director of the Paralegal Program is required to enroll. Prerequisite: LEG-400.

Mathematics

MAT-090 Intermediate Algebra Review (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed as a preparation for college algebra and other 100-level mathematics courses covering the following topics: the real number system, exponents, roots, radicals, polynomials, factoring, rational expressions, equations and inequalities, graphing linear equations and inequalities, graphing quadratic equations, and word problems. Counts as two credit hours toward course load and full-time student status but does not count as college credit.

MAT-130 Exploring With Mathematics (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: set theory, probability, visual representation of information, geometry, and graph theory.

MAT-141 College Algebra (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This course is a study of the algebra of functions. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Credit not allowed for both MAT-141 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-143 Trigonometry (2.00 cr.)
(Fall, Spring and Summer Course Offered Every Year)

The course will emphasize the use of analytic trigonometry in a wide variety of applications. Topics covered will include trigonometric relationships in triangles, trigonometric functions and trigonometric identities. Graphing calculators will be used. Credit not allowed for both MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-144 Functions and Graphs (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is a study of the algebra and geometry of functions. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT-211, Calculus I. Credit not allowed for both MAT-141 or MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT 211.

MAT-155 Tutor Training (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to prepare prospective tutors for their work in the Learning Center. Enrollment by invitation only. Prospective tutors must be recommended by members of the Mathematics and Computer Science Department. Instructor's consent required.

MAT-211 Calculus I (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, and areas. Students will use graphing calculators. May be taken without prerequisite courses with department's permission. Prerequisites: MAT-141 and MAT-143 or MAT-144.

MAT-212 Calculus II (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. May be taken without prerequisite with department's permission. Prerequisite: MAT-211.

MAT-220 Linear Algebra (3.00 cr.)
(Spring, Course Offered Every Year)

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisite: MAT-211.

MAT-245 Statistics I (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A general introduction to descriptive and inferential statistics, designed for non-mathematics majors. Topics include elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical analysis technology. This course is not recommended for mathematics majors. Prerequisites: MAT-141 or MAT-144 or placement.

MAT-248 Statistical Concepts and Methods for Mathematicians (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to statistics for mathematically inclined students, focusing on the process of statistical investigations. Observational studies, controlled experiments, sampling, randomization, descriptive statistics, probability distributions, significance tests, confidence intervals, one- and two-sample inference procedures, linear regression. Statistical software will be used throughout the course. Credit in this course is not given to students who already have credit for MAT-245. Prerequisite: MAT-211.

MAT-250 Introduction to Mathematical Reasoning (3.00 cr.)
(Fall, Course Offered Every Year)

This course is a study of logic and an introduction to various techniques of mathematical proof, including direct proof, indirect proof, and proof by induction. Students will be involved actively in the construction and exposition of proofs from multiple representations—visually, numerically, symbolically—and will present their reasoning in both oral and written form. Topics covered include sets and basic properties of the integers, rational numbers, and real numbers. Throughout the course, students will explore strategies of problem-solving and active mathematical investigation. After completing this course, a student would have an appropriate background for upper-level theoretical mathematics courses. Prerequisite: MAT 212 or Corequisite: MAT 212 with permission of the instructor.

MAT-262 Discrete Mathematics (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CS-262. May be taken without prerequisites with department's consent. Prerequisites: MAT-141 and MAT-143 or MAT-144.

MAT-264 Topics in Math-Middle Grades Licensure (1.00–2.00 cr.)
(Fall, Course Offered Every Year)

An independent study designed to complete the mathematics concentration for a Middle Grades [6-9] Licensure Program. The course is tailored for each student according to her mathematical background, and therefore may carry 1 or 2 semester hours credit. A student usually takes the course in conjunction with MAT-764, which is offered every fall. May not be counted toward a mathematics major or minor. Prerequisite: admission to the Teacher Education Program or permission of the instructor. Instructor's consent required.

MAT-290 Honors Mathematics Lab (1.00 cr.)
(Fall, Course Offered Every Year)

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Pre or Corequisite courses: MAT-211, 212 or 314.

MAT-299 Introduction to Mathematics Research (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in mathematics. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

MAT- 314 Calculus III (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of vectors in two and three dimensions, vector algebra, vector functions, vector calculus and multivariable calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integrals, line and surface integrals, Green's Theorem, Divergence Theorem, Stokes's Theorem and applications. Students will use technology for exploration and problem solving. May be taken without prerequisite with department's permission. Prerequisite: MAT-212.

MAT-321 Modern Abstract Algebra (3.00 cr.)
(Fall, Course Offered Every Year)

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisite: MAT-250.

MAT-334 Modern College Geometry (3.00 cr.)
(Fall, Even-Numbered Years Only)

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods

of discovery, construction, and proof to study geometric systems. Prerequisites: MAT-250, 3 courses from MAT except MAT-130, MAT-141, MAT-143, MAT-144.

MAT-340 Probability and Mathematical Statistics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisites: MAT-212 and either MAT-245 or MAT-248.

MAT-345 Statistics II (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A continuation of MAT-245 which includes one- and two-sample inference, two-way tables, simple and multiple regression, and analysis of variance. Applications of these topics will be drawn from business, the social and natural sciences, and other areas. Students will use statistical analysis technology. Prerequisites: MAT 248, MAT-245, or PSY-200.

MAT-348 Nonparametric Statistics (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of distribution-free statistical methods. Estimation and hypothesis testing procedures that make relatively mild assumptions about the form of the population distribution. Analysis of qualitative (nominal level) and rank (ordinal level) data. Inference for proportions, one- and two-sample location, dispersion, trend, one- and two-way layouts, rank correlation, and regression. Students will use statistical analysis technology. Prerequisites: MAT 248, MAT-245, or PSY-200.

MAT-354 Differential Equations (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, and applications. Students will use a computer package. Prerequisite: MAT-212.

MAT-360 Numerical Analysis (3.00 cr.)
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CS-360. Prerequisite: MAT-212.

MAT-362 Topics in Discrete Mathematics (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisites vary with the topics studied.

MAT-371 Mathematical Modeling (3.00 cr.)
(Fall, Course Offered Every Year)

A study of mathematical models used in the social and natural sciences and their role in explaining and predicting real world phenomena. The course will emphasize the development of the skills of model building and will address the use of various types of models, such as continuous, discrete, and statistical models. Prerequisites: CS-101 (or permission of instructor), MAT-248, and MAT-314.

MAT-395 Junior Seminar - Research Methods in Mathematics (2.00 cr.)
(Spring, Course Offered Every Year)

This course is a junior-level seminar and research development course. Students will be exposed to topics in contemporary mathematics as a

basis for investigating and extending problems, making conjectures, and developing mathematical arguments. Students will work collaboratively to solve problems, develop research questions, and make presentations. Students will develop research topics and will review both the literature and the methods of research in those areas of mathematics. Through review of the literature and through problem investigation & development, students will improve oral and written communication of mathematical understanding as well as their ability to investigate new mathematics independently. Prerequisites: MAT-250, MAT-314 and Junior Standing or permission of the instructor.

MAT-410 Advanced Calculus (3.00 cr.)
(Spring, Course Offered Every Year)

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, and series of functions. Prerequisites: MAT-250, MAT-314.

MAT-415 Topics in Analysis (3.00 cr.)
(Fall, Course Offered Every Year)

Topics chosen from among the areas of multivariable calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT-250, MAT-314.

MAT-425 Topics in Algebra (3.00 cr.)
(Spring, Odd-Numbered Years Only)

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisites vary with the topic studied.

MAT-434 Topics in Geometry & Topology (3.00 cr.)
(Spring, Even-Numbered Years Only)

Topics chosen from the areas of geometry or topology. Prerequisite: MAT-250.

MAT-490 Senior Seminar (3.00 cr.)
(Fall, Course Offered Every Year)

Students will work in teams on problem solving and on a research project. The results of the research project will be presented in both written and oral forms. Topics will also include selected readings in the discipline and study of professional organizations. A satisfactory score on the end-of-course test is required for completion of the course. Open to seniors only.

MAT-495 Senior Seminar (2.00 cr.)
(Fall, Course Offered Every Year)

A culminating seminar that brings together work done across the major and builds upon MAT 395. Students will work together on a group research project in select areas of mathematics and will read from a variety of sources to broaden their appreciation of mathematical history and literature. The students will improve oral and written communication skills through class discussion, formal presentations and a variety of written assignments. They will also make and implement plans for postgraduate education and careers. Prerequisites: MAT-395 and Senior Standing or permission of instructor.

MAT-498 Honors Thesis in Mathematics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the mathematics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Second semester juniors may enroll with permission of the faculty mentor.

MAT-499 Research in Mathematics (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in mathematics and to others by permission of the department. May be repeated for credit for a maximum of six credit hours.

MAT-764 Methods Secondary/Middle Math (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. Instructor's consent required.

Medieval & Renaissance Studies

MRE-201 Pilgrims, Poets, and Prophets (3.00 cr.)
(Fall, Course Offered Every Year)

The pilgrimage route of medieval Europe lends structure to this exploration of the culture and civilization of the Middle Ages. The course focuses on France but also considers England, Italy, and Spain. Along the way, students explore selected works of architecture and oral literature, for example, the "Chanson de Roland" or the romances of "Tristan and Yseut;" discover the art of memory as prologue to a study of writing and the design and production of books; consider the birth of the university and early forms and programs of academic study; and evaluate the clash of Christian and Islamic values. Excerpts from the works of Calabrian poet Joachim of Flora provide insight into medieval notions of history, the Endtime, and the Other. Required of all Medieval and Renaissance Studies minors. Must be completed prior to enrollment in a research course, or must be 3 of the last 9 hours taken to satisfy requirements for the minor. Linked with BIO-203 as CORE-205.

MRE-299 Introduction to Research in Medieval/Renaissance Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: MRE-201.

MRE-498 Honors Thesis Medieval/Renaissance Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the honors student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: MRE-201.

MRE-499 Research in Medieval/Renaissance Studies (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and, as a culminating experience for the minor, prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Students wishing to build on an earlier research experience in medieval and renaissance studies or to begin a new topic of personal or academic interest may repeat this course for credit for a maximum of 6 credit hours. Permission of the Medieval and Renaissance Studies Program Coordinator and Junior or senior standing required. Prerequisites: MRE-201.

Music

MUS-100 Elementary Theory & Composition (3.00 cr.)*(Fall, Course Offered Every Year)*

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory.

MUS-101 Elementary Theory & Composition (3.00 cr.)*(Spring, Course Offered Every Year)*

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory. Prerequisites: MUS-100.

MUS-140 Elementary Keyboard Harmony I (1.00 cr.)*(Fall, Course Offered Every Year)*

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: The ability to read music and some basic piano study.

MUS-141 Elementary Keyboard Harmony II (1.00 cr.)*(Spring, Course Offered Every Year)*

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: MUS-140.

MUS-150 Elementary Ear-Training (1.00 cr.)*(Fall, Course Offered Every Year)*

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch.

MUS-151 Elementary Ear-Training (1.00 cr.)*(Spring, Course Offered Every Year)*

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to nota-

tion. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch. Prerequisites: MUS-150.

MUS-202 Advanced Theory & Composition (3.00 cr.)*(Fall, Course Offered Every Year)*

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS-101.

MUS-203 Advanced Theory & Composition (3.00 cr.)*(Spring, Course Offered Every Year)*

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS-202.

MUS-214 Music Appreciation (3.00 cr.)*(Fall, Spring, and Summer, Course Offered Every Year)*

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge is required.

MUS-215 Music Literature (2.00 cr.)*(Spring, Course Offered Every Year)*

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors; prerequisite to music history and literature courses.

MUS-216 World Music (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

This course in world music seeks to introduce students to the basic elements of music and demonstrate how these elements are used in the context of particular music cultures. Each time the course is offered a different region of the world will be focuses on (i.e. South and Central America, Asia and Oceania, Africa, Europe and North America, and the Middle East and Southern Asia). The course may be repeated for credit each time the focus changes. Prerequisite: CORE-100.

MUS-220 Pedagogy I (2.00 cr.)*(Spring, Course Offered Every Year)*

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area as needed. Prerequisites: MUS-101 MUS-215.

MUS-242 Intermediate Keyboard Harmony I (1.00 cr.)*(Fall, Course Offered Every Year)*

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: MUS-141.

MUS-243 Intermediate Keyboard Harmony II (1.00 cr.)*(Spring, Course Offered Every Year)*

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: MUS-242.

MUS-244 Fundamental Concepts of Music (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Introduction to basic vocabulary and general concepts of music through the study of musical genre representative of the regions of the United States. Required of all K-6 licensure students.

MUS-252 Intermediate Ear-Training (1.00 cr.)*(Fall, Course Offered Every Year)*

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: MUS-151.

MUS-253 Intermediate Ear-Training (1.00 cr.)*(Spring, Course Offered Every Year)*

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: MUS-252.

MUS-255 Phonetics/Singers-French & German (1.00 cr.)*(Spring, Even-Numbered Years Only)*

The study of the International Phonetic Alphabet and its application to the pronunciation of French and German. Emphasis on application of principles of pronunciation to texts in vocal literature, with no attempt to develop language grammar.

MUS-256 Phonetics/Singers-English & Italian (1.00 cr.)*(Spring, Odd-Numbered Years Only)*

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian and English. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-299 Introduction to Research in Music (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to freshmen and sophomores who have an interest in music and who would like to work individually with a faculty member on a project involving research, performance, or other creative endeavor in music. In conjunction with a faculty member, the student will formulate and execute a project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-100 or MUS-215.

MUS-300 Beginning Conducting (2.00 cr.)*(Fall, Course Offered Every Year)*

Students will learn basic conducting patterns, techniques, and beginning rehearsal procedures for instrumental and choral ensembles. Prerequisites: MUS-101.

MUS-301 Choral Conducting & Literature (2.00 cr.)*(Spring, Course Offered Every Year)*

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and

performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS-300.

MUS-302 Instrumental Conducting (2.00 cr.)*(Spring, Course Offered Every Year)*

A study of orchestral and band literature through advanced score study and interpretation as it relates to various ensemble performance levels. Effective rehearsal techniques and gesticulation are discussed.

MUS-304 Instrumentation (1.00 cr.)*(Fall, Course Offered Every Year)*

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisites: MUS-202.

MUS-306 Orchestration (2.00 cr.)*(Spring, Course Offered Every Year)*

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisites: MUS-304.

MUS-308 Choral Arranging (2.00 cr.)*(Spring, Course Offered Every Year)*

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisites: MUS-202.

MUS-310 Medieval and Renaissance Music (2.00 cr.)*(Fall, Course Offered Every Year)*

A historical and stylistic study of music from ancient Greece through the end of the Renaissance [1600], including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS-101, MUS-215.

MUS-311 Baroque and Early Classic Music (2.00 cr.)*(Spring, Course Offered Every Year)*

A historical and stylistic study of music of the Baroque and early classic periods [1600-1800], including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-312 Classic and Romantic Music (2.00 cr.)*(Fall, Course Offered Every Year)*

A historical and stylistic study of music of the Viennese Classic and Romantic periods [1800-1900], including analysis, composition, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-313 20th Century Music (2.00 cr.)*(Spring, Course Offered Every Year)*

A historical and stylistic study of music of the 20th and 21st century, including analysis, composition, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-314 Literature of Applied Music (2.00 cr.)
(Varies, Contact Dept. Head)

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area as needed. Faculty and student performances of representative compositions will be incorporated.

MUS-321 Pedagogy II (2.00 cr.)
(Fall, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Prerequisites: MUS-101, MUS-215.

MUS-322 Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

MUS-395 History and Liturgies (2.00 cr.)
(Varies, Contact Dept. Head)

An introduction to contemporary church music and its roots. Includes history and current practice including survey Jewish, Roman Catholic, and Protestant liturgies.

MUS-396 Hymnology (2.00 cr.)
(Varies, Contact Dept. Head)

A study of the hymns of the Christian church, their history, and their function in worship.

MUS-397 Organization & Administration (2.00 cr.)
(Varies, Contact Dept. Head)

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

MUS-423 Pedagogy III (2.00 cr.)
(Spring, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week.

MUS-424 Practicum (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

MUS-425 Seminar/Internship (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

MUS-455 Opera Workshop (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis

on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester. Functions in collaboration with Capitol Opera Raleigh. May be repeated for credit.

MUS-494 Seminar in Music Literature (2.00 cr.)
(Fall, Course Offered Every Year)

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester.

MUS-495 Seminar in Theory (2.00 cr.)
(Spring, Course Offered Every Year)

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. Prerequisites: MUS 203.

MUS-496 Seminar in Musical Theatre (3.00 cr.)
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite course with instructor's consent. Also offered as THE-496. Prerequisites: THE-114.

MUS-498 Honors Thesis in Music (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in music. The project must meet honors program thesis requirements as well as expectations of the music faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

MUS-499 Research in Music (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior music majors or others with permission. In conjunction with a music faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity culminating in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-203 and 4 credits from courses MUS-310, MUS311, MUS-312, MUS-313.

MUS-503 Advanced Conducting (2.00 cr.)
(Varies, Contact Dept. Head)

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

MUS-506 Music Technology (2.00 cr.)
(Varies, Contact Dept. Head)

A survey of the materials and methods of making music using the tools of digital technology, including computer hardware and software. Emphasis is on understanding the use of these tools and their practical application to common tasks of the teacher, performer, and composer/arranger. Time is equally divided between lecture/demonstration and hands-on lab work.

MUS-720 Materials & Methods in Elementary School (2.00 cr.)
(Fall, Course Offered Every Year)

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS101, MUS-151.

MUS-721 Materials & Methods in Middle School (2.00 cr.)
(Spring, Course Offered Every Year)

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, middle school choral and instrumental programs, general music, and music assessment.

MUS-722 Materials & Methods in Secondary School (2.00 cr.)
(Fall, Course Offered Every Year)

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS-101, MUS-151.

MUS-723 Instrumental Materials & Methods (2.00 cr.)
(Fall, Course Offered Every Year)

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

Music, Applied

CLASSES

MUA-040 Beginning Class Piano (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transposition, chords, ensemble playing.

MUA-041 Intermediate Class Piano (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A continuation of MUA-040. Additional music from the classical and popular repertoire. May be taken without prerequisite course with instructor's consent. Prerequisites: MUA-040.

MUA-050 Beginning Class Voice (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

MUA-060 String Instruments (1.00–3.00 cr.)
(Fall or Spring, Once Every Three Semesters)

Students will learn and apply basic pedagogical techniques for the violin, viola, cello, and bass. Emphasis will be placed beginning level performance of violin or viola, and cello or bass. Materials and teaching methods will be thoroughly explored.

MUA-068 Guitar Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

MUA-070 Woodwind Techniques (2.00 cr.)
(Fall or Spring, Once Every Three Semesters)

Students will learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, range, transposition, foreign names, and other applications such as instrument repair and maintenance. Appropri-

ate teaching methods for beginning and intermediate players will be discussed and applied.

MUA-080 Brass & Percussion Techniques (2.00 cr.)
(Fall or Spring, Once Every Three Semesters)

In the brass portion of the class, students will learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students will learn to play snare drum and be exposed to the basic skills in timpani, mallet instruments, and accessory percussion instruments. Throughout the semester they will learn appropriate teaching methods for beginning and intermediate players.

INDIVIDUAL INSTRUCTION

Private lessons in the following instruments are available, including technical studies, repertoire, and studies in improvisation appropriate to the student's level of advancement.

MUA-044 Preparatory Piano (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-054 Preparatory Voice (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-105 Composition (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-144 Piano I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition composed after 1950.

MUA-145 Organ I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechlein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA-146 Harpsichord I (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-154 Voice I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA-164 Violin I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by DeBeriot and Accolay; sonatinas by Schubert.

MUA-165 Viola I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-166 Cello I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-167 Double Bass I (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-168 Guitar I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A study of scales, arpeggios, slurs, and chords in the first position.

Compositions by Carulli, Carcassi, Aguado, Giuliani. May be taken without course prerequisite with instructor's consent. Prerequisites: MUA-068.

MUA-174 Flute I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-175 Clarinet I (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-176 Oboe I (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-177 Saxophone I (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-178 Bassoon I (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-179 Harp I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-184 Trumpet I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-185 French Horn I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-186 Trombone I (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-187 Euphonium I (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-189 Percussion I (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-205 Composition II (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-244 Piano II (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA-245 Organ II (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation.

MUA-246 Harpsichord II (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-254 Voice II (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA-264 Violin II (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA-265 Viola II (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-266 Cello II (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-267 Double Bass II (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-268 Guitar II (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Continued work with technique; Segovia, diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA-274 Flute II (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-275 Clarinet II (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-276 Oboe II (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-277 Saxophone II (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-278 Bassoon II (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-284 Trumpet II (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-285 French Horn II (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-289 Percussion II (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-305 Composition III (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-344 Piano III (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—A prelude and fugue, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a piece or movement from the piano ensemble literature.

MUA-345 Organ III (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Bach, smaller works of the mature master period, selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation.

MUA-346 Harpsichord III (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-354 Voice III (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA-364 Violin III (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued; etudes by Kreutzer and Horllo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA-365 Viola III (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-366 Cello III (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-367 Double Bass III (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-368 Guitar III (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA-374 Flute III (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-375 Clarinet III (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-376 Oboe III (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-377 Saxophone III (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-378 Bassoon III (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-389 Percussion III (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-405 Composition IV (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-444 Piano IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

MUA-445 Organ IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque, larger 20th century compositions; service-playing, improvisation.

MUA-446 Harpsichord IV (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-454 Voice IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued, stressing flexibility. Total repertoire [MUA154 through MUA454] to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

MUA-464 Violin IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Scales in thirds and octaves; etudes by Rode and Gaviniés; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

MUA-465 Viola IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-466 Cello IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-467 Double Bass IV (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-468 Guitar IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works; music for guitar and ensemble.

MUA-474 Flute IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-475 Clarinet IV (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-476 Oboe IV (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-477 Saxophone IV (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-478 Bassoon IV (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-489 Percussion IV (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

RECITALS

MUA-290 Sophomore Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A solo recital (which may be shared by two or three performers). Prerequisites: 4 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-390 Junior Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A solo recital (which may be shared by two or three performers), given during the student's junior year. Prerequisites: 6 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-391 Lecture-Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy. Recital fee assessed.

MUA-490 Graduation Recital (Performance majors) (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A 50- to 60-minute recital including music at senior level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance. Performance majors only. Recital fee assessed.

MUA-491 Graduation Recital (B.A. or Music Education Majors) (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the

Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music. B.A. or music education majors only. For the Bachelor of Arts candidate, a culminating project which combines research and performance may be substituted for a solo or shared recital. This substitution may be made upon recommendation of the faculty. Recital fee assessed.

Music, Ensembles

MUE-134 Meredith Chorus (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to all students without audition. Gives approximately two performances per semester on and off the campus. Students learn to advance their choral performance skills. A wide variety of music is programmed.

MUE-136 Accompanying Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. Two credit hours of accompanying class are required for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

MUE-139 Handbell Choir (1.00 cr.)
(Varies, Contact Dept. Head)

Handbell ringers perform on and off campus. Students must be able to read music. Instructor's consent required.

MUE-231 Wind Ensemble (1.00 cr.)
(Varies, Contact Dept. Head)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-232 Flute Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-233 Chamber Music Ensemble (1.00 cr.)
(Varies, Contact Dept. Head)

Rehearsal and performance of chamber music, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-235 Raleigh Concert Band (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instructor's consent required.

MUE-236 Accompanying (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany [with or without credit] every semester, except for the two semesters that they are in a choral ensemble. Normally, one of the following is expected for one hour of credit: a) prepare to accompany a recital for one major; b) accompany lessons, jury examinations, and student recital appearances for one major; c) accompany lessons and juries for two non-majors [the equivalent of one 60-minute or two 30-minute lessons]; or d) accompany an ensemble. Any work beyond this must be approved by the accompanist's principal applied instructor. Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons. Prerequisites: MUE-136.

MUE-237 String Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-238 Meredith Orchestra (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-332 Flute Quartet (1.00 cr.)
(Varies, Contact Dept. Head)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-334 Meredith Chorale (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A select group of approximately 35–45 singers who represent the College in several concerts per semester both on campus and off. A music tour is planned each spring and other off campus experience as opportunity arises. By audition only. Instructor's consent required. This course fulfills the General Education experiential learning requirement.

MUE-335 Encore (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A group of about eight singers who perform small ensemble literature such as jazz, barbershop, madrigal, motets and some popular music. Performances occur both on campus and off. Admission by audition only. Instructor's consent required. Co-requisite courses: for music majors whose principal applied study is voice: MUE-334 or MUE 134.

MUE-336 Piano Ensemble (1.00 cr.)
(Varies, Contact Dept. Head)

Study of works for piano, four hands or two pianos. Instructor's consent required.

MUE-338 Raleigh Symphony Orchestra (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A community orchestra which rehearses and performs primarily at Meredith. Conductor's and Instructor's consent required.

Philosophy

PHI-105 Philosophy of Religion (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as REL 105.

PHI-201 Introduction to Philosophy (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

PHI-205 Political Ideas Seminar (3.00 cr.)*(Spring, Course Offered Every Year)*

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Also offered as POL-205. Prerequisites: ENG-111.

PHI-210 Critical Thinking (3.00 cr.)*(Varies, Contact Dept. Head)*

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of the their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

PHI-220 Ethics of Love and Justice (3.00 cr.)*(Fall or Spring, Course Offered Every Year)*

This course is an introduction to the historical development of ethical thought in the western philosophical and religious traditions. It is organized around the central themes of love and justice as addressed by major thinkers from the ancient past to the present. Students will explore various interpretations of the nature and demands of justice in conversation with the different roles that love and the emotions are seen to play in shaping ethical commitments and practices. Also offered as REL-220.

PHI-251 Ancient Greek Philosophy (3.00 cr.)*(Varies, Contact Dept. Head)*

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

PHI-252 Modern Philosophy (3.00 cr.)*(Varies, Contact Dept. Head)*

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

PHI-344 Biomedical Ethics (3.00 cr.)*(Fall Or Spring, Course Offered Every Year)*

This course explores the ethical implications of technological and economic developments in the areas of health care and medical research relevant to both the general public and health care professionals and researchers. Specific issues covered include professional ethics, reproductive technologies, genetic testing and engineering, organ transplants, biomedical research and health care allocation and access. Prerequisites: one 100-level Religion course, or by permission of the instructor.

PHI-345 Environmental Ethics (3.00 cr.)*(Fall Or Spring, Course Offered Alternate Years)*

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be give to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the

broader biotic community. Also offered as REL-345. Prerequisite: One 100-level Religion course, or by permission of the instructor.

Physical Education

PED-110 Swimming for Non-Swimmers (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed for non-swimmers with emphasis on water adjustment and basic strokes essential for survival in the water.

PED-113 Synchronized Swimming I (1.00 cr.)*(Spring, Course Offered Every Year)*

An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: knowledge of basic strokes.

PED-120 Beginning Cross Training (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed to provide cardiovascular fitness through aerobic dance movements. Includes muscle strength & stretch activities, and various cardiovascular exercises.

PED-121 Aerobic Dance-Cardio Funk (1.00 cr.)*(Varies, Contact Dept. Head)*

A course designed to provide cardiovascular fitness through aerobic street dance movements.

PED-122 Aerobic Dance-Exercise (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed to provide cardiovascular fitness through aerobic dance movements. This course explores aerobic workouts such as hi-lo impact, step, funk, and interval aerobics.

PED-124 Strength Training (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

PED-125 Aquatic Fitness (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Must be able to swim two lengths of the pool to enroll in this course.

PED-126 Muscle Strength and Stretch (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to a variety of exercises to increase muscular strength, muscular endurance and flexibility using resistance bands and tubes, fit balls, free weights and medicine balls.

PED-127 Conditioning (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to strength machines and free weights, as well as cardiovascular equipment such as stationary bikes, climbers, treadmills and elliptical trainers.

PED-128 Walk, Jog, Run for Health & Fitness (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A course designed to provide students with a functional understanding of the health-related fitness components and their effect on daily living

and long-term health. Discussion of health risks, nutritional factors and principles of exercise are included. Emphasis is on walking, jogging and running activities as a means of improving health-related fitness, also stresses setting long-term goals to change or maintain wellness.

PED-129 Pilates (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to strengthen core musculature and increase flexibility. Specific attention is given to safe and effective balance, breathing, and posture.

PED-140 Archery (1.00 cr.)
(Varies, Contact Dept. Head)

Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

PED-141 Beginning Badminton (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic badminton skills [grip, strokes, and serve], rules and strategies for singles and doubles play, and in-class competition.

PED-142 Beginning Bowling (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off campus, transportation not provided. Activity fee assessed.

PED-143 Beginning Golf (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic golf skills [grip, stance, full-swing with irons, chipping, approach shots, and putting], etiquette, safety precautions, rules, scoring, and terminology. Activity fee assessed.

PED-146 Beginning Tennis (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A beginning course which includes instruction in basic tennis skills [grip, groundstrokes, serve, and volley], rules and strategies for singles and doubles play, and in-class competition. Must supply own racket.

PED-147 Beginning Fencing (1.00 cr.)
(Spring, Course Offered Every Year)

The art of swordplay will be introduced to students in a safe and controlled manner. Students will learn mobility and manipulative skills to attack and defend themselves against an opponent. Students will also learn the history and etiquette of this ancient sport, as well as gain knowledge of how to officiate fencing bouts.

PED-148 Yoga (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

PED-149 Beginning Karate (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation. Activity fee assessed.

PED-150 Beginning Ice Skating (1.00 cr.)
(Fall, Course Offered Every Year)

Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided. Activity fee assessed.

PED-152 Folk and Square Dance (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as DAN-152.

PED-157 Country Line Dance (1.00 cr.)
(Varies, Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as DAN-157.

PED-161 Beginning Basketball (1.00 cr.)
(Varies, Contact Dept. Head)

A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED-162 Beginning Soccer (1.00 cr.)
(Varies, Contact Dept. Head)

A beginning level course which includes instruction in shooting, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED-163 Beginning Softball (1.00 cr.)
(Fall, Course Offered Every Year)

A beginning level course which includes instruction in basic fast-pitch softball skills [hitting, fielding, and base-running], basic offensive and defensive strategies; opportunity for team play. Fast-pitch experience NOT required.

PED-164 Beginning Volleyball (1.00 cr.)
(Varies, Contact Dept. Head)

A beginning level course which includes instruction in setting, passing, hitting, serving; basic offensive and defensive strategies; opportunity for team play.

PED-165 Beginning Lacrosse (1.00 cr.)
(Varies, Contact Dept. Head)

A beginning course which includes instruction of Native American traditions and history, basic skills, rules, and strategies needed to develop a rudimentary level of competency in the sport of lacrosse in order to participate at a level that maintains or improves overall health. Students will also learn about basic offensive and defensive tactics and strategies essential to appropriate competition. This is a fast-paced and physically active team sport which also requires teamwork and sportsmanship.

PED-210 Swimming (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An intermediate level course that includes stroke mechanics, physical conditioning, safety skills and an introduction to selected aquatic activities.

PED-212 Scuba Diving (1.00 cr.)
(Varies, Contact Dept. Head)

A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-220 Advanced Cross Training (1.00 cr.)
(Varies, Contact Dept. Head)

This advanced level fitness class is for participants with a moderate to advanced level of muscular and cardio-respiratory fitness. Students will participate in a variety of moderate to intense fitness activities. The course includes muscle strengthening and stretching exercises in addition to aerobics, step, plyometric and conditioning activities.

PED-228 Kick Boxing Aerobics (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A fitness course with emphasis on combining boxing punches and footwork with kicks and blocks from martial art forms. Conditioning exercises such as plyometric, agility drills, push-ups, punch-kick combinations, abs, and flexibility training are included.

PED-232 Selected Sports Activities (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to flag football, lacrosse, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies, and rules.

PED-233 Outdoor Leisure Pursuits (1.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selection may require a fee.

PED-241 Intermediate Badminton (1.00 cr.)
(Varies, Contact Dept. Head)

Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-141 or equivalent experience/skill.

PED-242 Intermediate Bowling (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Review of basic bowling skills and refinement of the delivery, approach, and spare conversion; opportunity for competitive matches. Taught off-campus, transportation not provided. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-142 or equivalent experience/skill.

PED-243 Intermediate Golf (1.00 cr.)
(Varies, Contact Dept. Head)

Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-143 or equivalent experience/skill.

PED-246 Intermediate Tennis (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles and in-class competition. Must bring own racket. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-146 or equivalent experience/skill.

PED-249 Intermediate Karate (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and sparring. May be taken without course prerequisite with instructor's consent. Activity fee assessed. Prerequisites: PED-149 or equivalent experience/skill.

PED-310 Swim Conditioning (1.00 cr.)
(Varies, Contact Dept. Head)

A course with emphasis on physical conditioning through lap swimming and refinement of all strokes. Prerequisites: PED-210 or equivalent experience/skill.

PED-311 Lifeguard Training (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-312 Water Safety Instructor (2.00 cr.)
(Varies, Contact Dept. Head)

A course to train students to teach American Red Cross water safety courses. Prerequisite: intermediate swimmer with knowledge of basic strokes.

PED-313 Synchronized Swimming II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Aqua Angels (performing group); advanced skills with emphasis on show production. Audition required. May be taken without prerequisite course with instructor's consent. Pass/fail grading only. Prerequisites: PED-113.

PED-346 Advanced Tennis (1.00 cr.)
(Varies, Contact Dept. Head)

Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. Must supply own racket. May be taken without course prerequisite with instructor's consent. Prerequisites: PED-246 or equivalent experience/skill.

PED-349 Advanced Karate (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-249 or equivalent experience/skill.

PED-471 Intercollegiate Basketball (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Winter season (1 hour, Fall; 1 hour Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-472 Intercollegiate Soccer (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-473 Intercollegiate Cross-Country (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full-time Meredith student to participate. Pass/fail grading only.

PED-475 Intercollegiate Volleyball (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full-time Meredith student to participate. Pass/fail grading only.

PED-476 Intercollegiate Tennis (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall and Spring season (2 hours, Fall; 2 hours Spring). Must be a full-time Meredith student to participate. Pass/fail grading only.

PED-477 Intercollegiate Fastpitch Softball (2.00 cr.)
(Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Spring season (2 hours, spring). Must be a full-time Meredith student to participate. Pass/fail grading only.

Physics

PHY-100 Principles of Physical Science (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study for the non-science major of the fundamental principles of physical science with emphasis on their relevant applications. This course may not be used to satisfy major or minor requirements

PHY-202 Introduction to Astronomy (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course presents a scientific exploration of the human place in the universe, especially appropriate for non-science students. Topics include the history of astronomy, the real and apparent motion of celestial objects, eclipses, comparative planetology, stars, black holes, and life in the universe. Conceptual understanding of basic astronomy is reinforced using interactive classroom activities, including problem solving, discussion of current topics, and student presentations. At least one nighttime observation activity will be included. MAT 141 is strongly recommended as a prerequisite to this course.

PHY-203 Science and Human Values (3.00 cr.)
(Fall, even-numbered years only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as CHE 203 and SCI 203. This course may not be used to satisfy major or minor requirements. Prerequisites: One laboratory science course (BIO 101/141, CHE 111/141, GEO 200/240, or PHY 211/241).

PHY-211 General Physics I (3.00 cr.)
(Fall, Course Offered Every Year)

This is a first semester, calculus-based general physics course. Topics include mechanics, kinematics, vectors, forces, Newton's Laws of Motion, gravitation, work, energy, momentum, and the associated

conservation laws. Problem solving is an integral part of the course. Classroom engagement activities are used to increase problem-solving and analytical thinking skills and to guide students toward a coherent and logical approach to understanding physics. High school physics is strongly recommended as a prerequisite. Prerequisite: A 'C' or better in MAT 211. Corequisite course: PHY 241.

PHY-212 General Physics II (3.00 cr.)
(Spring, Course Offered Every Year)

This is the second half of a two-semester calculus-based general physics sequence. Topics include statics, fluids, oscillatory motion, sound, electrostatics, electricity, magnetism, and optics. Problem solving is an integral part of the course. Conceptual understanding is reinforced using interactive classroom activities, including group problem solving and discussion questions. An independent study paper on a physics-related topic is required. Prerequisite: PHY 211 and PHY 241. Corequisite course: PHY 242.

PHY-241 General Physics I Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Laboratory studies in mechanics, kinematics, gravitation, forces, momentum, and energy. The laboratory develops skills with basic sensors and introduces the theory of measurement, including taking data, assessing uncertainty in measurement, and interpretation of results. Students work in small groups and interact with the instructor on an individual basis. Lab reports are assigned to help develop skills in technical writing and communication. Corequisite course: PHY 211.

PHY-242 General Physics II Laboratory (1.00 cr.)
(Spring, Course Offered Every Year)

Laboratory studies in fluids, oscillatory motion, sound, basic electricity, electron charge, and optics. The laboratory develops skills with basic sensors and introduces the theory of measurement, including taking data, assessing uncertainty in measurement, and interpretation of results. Students work in small groups and interact with the instructor on an individual basis. Lab reports are assigned to help develop skills in technical writing and communication. Corequisite course: PHY 212.

PHY-299 Introduction to Research (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. PHY-211 is strongly recommended as a prerequisite for this course. Course may be repeated for a total of three hours credit.

PHY-430 Atomic and Molecular Structure (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as CHE-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

PHY-499 Research (1.00–2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to junior and senior science or mathematics majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: PHY-212.

Political Science

POL-100 American Political Systems (3.00 cr.) (Fall and Spring, Course Offered Every Year)

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on the political institutions that surround it. Attention given to current political events and issues.

POL-203 Contemporary American Policy & Politics (3.00 cr.) (Fall, Course Offered Every Year)

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

POL-204 Modern Political Systems (3.00 cr.) (Spring, Even-Numbered Years Only)

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, authoritarian and developing systems are considered.

POL-205 Political Ideas Seminar (3.00 cr.) (Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. [Required for political science majors who should take it in their sophomore or junior year.] Also offered as PHI-205. Prerequisites: ENG-111.

POL-207 Political Leadership Practicum (3.00 cr.) (Fall, even years only)

Students will design and implement the Meredith Votes campaign, a campus-wide, nonpartisan voter registration, education and turnout effort. This is a service learning course.

POL-210 International Politics (3.00 cr.) (Fall, Course Offered Every Year)

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations.

POL-282 The Modern Middle East (3.00 cr.) (Spring, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as HIS-282.

POL-300 Law and Society (3.00 cr.) (Spring, Course Offered Every Year)

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

POL-301 Constitution & Rights of Americans (3.00 cr.) (Fall, Course Offered Every Year)

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

POL-305 Introduction to Public Administration (3.00 cr.) (Spring, Even-Numbered Years Only)

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

POL-309 Politics of the Vietnam War (3.00 cr.) (Varies, Contact Dept. Head)

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

POL-310 Gender Issues in Law & Policy (3.00 cr.) (Spring, Odd-Numbered Years Only)

This course explores current law and policy concerning contemporary gender issues as well as conflicting perspectives on those issues. Students will critically analyze and compare a wide range of different feminist and masculinist approaches to issues like workplace discrimination, violence against women, abortion and pornography.

POL-320 International Political Economy (3.00 cr.) (Spring, Odd-Numbered Years Only)

This course examines the politics of international economic relations between countries and in the world as a whole. The course orients students with the basic underpinnings of international economic policy-making and the basic theoretical paradigms of the field of international political economy. Specific topics of discussion include the politics of international trade, the effect of globalization on the U.S. economy and political system, the role of multinational corporations and nongovernmental organizations in global politics, relations between the developed and developing worlds, and the rise of regional economic blocs.

POL-330 US & the World in the 20th Century (3.00 cr.) (Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-à-vis Europe, the former Soviet Union, Latin America, Africa, Near East, and Asia. May be taken for credit in political science or history. Also offered as HIS-330.

POL-331 Environmental Politics & Policy (3.00 cr.) (Spring, Even-Numbered Years Only)

This course will examine the politics and policy of environmental issues both in the United States and globally. We will study the forces and constraints that shape policy at local, state and national levels of government. We will also examine the issues and problems of the global environment and international policy being developed to address those issues. Students will examine and assess proposed solutions to the problems.

POL-334 Research Design and Methods (3.00 cr.) (Varies, Contact Dept. Head)

This course provides a broad overview of the nature of inquiry in political science and is intended to give students an understanding of how to do empirical research. Students will finish the course knowing how philosophy of science, research design and statistical and causal inference are understood in the discipline of political science. To be taken before POL 498/9.

POL-340 State & Local Political Systems (3.00 cr.) (Spring, Odd-Numbered Years Only)

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system will be examined from the viewpoint of states and localities.

POL-341 Colloquium in N.C. Politics (3.00 cr.) (Spring, Odd-Numbered Years Only)

Students will apply knowledge gained in POL-340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics. Corequisite courses: POL-340.

POL-350 Congress and the Presidency (3.00 cr.)
(Spring, Course Offered Every Year)

This course will examine the elective branches of government: the Congress and the President. Students will examine the structure and function of each branch separately and then study the relationship of each to the other.

POL-360 British Parliamentary Government (3.00 cr.)
(Meredith Abroad, Course Offered Every Year)

This course introduces students to the nature and background of the British form of government with an emphasis on Parliament and the European Union. Because this course is taught in London and meets several times in Westminster Palace, students have a unique opportunity to observe government at work. Students supplement what they learn in class and in their texts with what they see as they attend committee meetings and sessions of both Houses and what they hear from the broad spectrum of members of Parliament, peers, and parliamentary staff who speak to them.

POL 370 Topics in Model United Nations (1.00–3.00)
(Varies, Contact Dept. Head)

This course will introduce students to the origins, functions, structure, and issues facing the contemporary United Nations and prepare a student delegation to participate in a Model United Nations conference. Participation in the conference is a requirement for the course. Students will earn 3 credits the first time they complete this course. The course may be repeated for 1–2 hours of credit.

POL-498 Honors Thesis in Political Science (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and also present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for POL-498. Prerequisites: POL-205.

POL-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper. Required of all political science majors not taking POL-498. Ordinarily taken during the fall semester. Instructor's consent required. Prerequisites: POL-205.

Psychology

PSY-100 Introduction to Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the scientific study of behavior and mental processes. Topics include the neurobiological basis of behavior; perception; development; learning; memory and thinking; motivation; personality; normal and abnormal behavior; psychotherapy; and social factors in behavior.

PSY-120 Stress Management (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation. Prerequisite: PSY-100.

PSY-200 Statistical Methods in Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, nonparametric techniques, and analysis of variance. Basic computer skills required. Prerequisite: PSY-100.

PSY-210 Life Span Developmental Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of human characteristics and changes from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisite: PSY-100 or EDU-234.

PSY-212 Psychology of Gender Roles (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes. Prerequisite: PSY-100.

PSY-299 Introduction to Research in Psychology (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in the execution of an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to freshmen and sophomores. May be repeated for credit for a maximum of six semester hours. Prerequisite: PSY-100.

PSY-300 Research Methods in Psychology (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, executed, analyzed, and reported in American Psychological Association style. Basic computer skills required. Prerequisites: PSY-100, PSY-200.

PSY-310 Psychology of Children and Adolescents (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A comprehensive review of human development from infancy through adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory may be directed toward designing appropriate interventions with children or adolescents in individual and group settings. Prerequisite: PSY-100.

PSY-312 Psychology of Exceptional Individuals (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course. Prerequisite: PSY-100 or EDU-234.

PSY-320 Abnormal Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes. Prerequisite: PSY-100.

PSY-324 Conditioning and Behavior Modification (3.00 cr.)
(Spring, Course Offered Every Year)

An examination of the principles of classical and operant conditioning including reinforcement, stimulus control, and extinction, and the application of these principles in a variety of settings, including the control and modification of one's own behavior. Prerequisite: PSY-100.

PSY-330 Neuropsychology (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena. Prerequisite: PSY-100.

PSY-332 Perception (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the various senses and how they function. How needs, desires, expectations, and previous experiences influence perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Prerequisite: PSY-100.

PSY-334 Animal Behavior (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to genetic influences upon behavior, primate behavior, and paleoanthropology. Prerequisite: PSY-100.

PSY-340 Community Field Experience (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational, or laboratory settings which that provides students with exposure to and experience in the profession of psychology. Attendance at seminar group meetings as scheduled and completion of a written project assignments is required. May be repeated for credit. A maximum of 5 credit hours may be earned. Instructor's consent required. Prerequisite: PSY-100.

PSY-342 Autism Practicum (2.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A practicum course providing students with an opportunity to use applied behavioral analysis techniques to work with preschool children with autism. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Autism Program Lab and in the child's home. May be repeated for credit. Prerequisite: PSY-100.

PSY-410 Social Psychology (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Topics include: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition. Prerequisite: PSY-100.

PSY-420 Theories of Personality (3.00 cr.)
(Spring, Course Offered Every Year)

Major contemporary theories of personality. Theories evaluated in light of research findings. Prerequisite: PSY-100.

PSY-422 Psychological Testing and Evaluation (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Prerequisites: PSY-100, PSY-200.

PSY-424 Theory and Practice in Counseling (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and videotaping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this course. Junior/senior status. Instructor's consent required. Prerequisite: PSY-100.

PSY-430 History and Systems in Psychology (3.00 cr.)
(Spring, Course Offered Every Year)

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers. Prerequisite: PSY-100.

PSY-432 Memory, Language and Cognition (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the major theories and empirical findings in the field. Emphasis is placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving. Prerequisite: PSY-100.

PSY-440 Special Topics in Psychology (1.00–3.00 cr.)
(Fall or Spring, Course Offered Every Year)

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interests. Intended for students of demonstrated maturity, usually indicated by upper class standing. Topics may include current trends in research and/or professional issues [health psychology, encouragement training, psychological aspects of aging]. A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement. Instructor's consent required. Prerequisite: PSY-100.

PSY-498 Honors Thesis in Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the psychology faculty. Open to seniors in the Honors and/or Teaching Fellows Programs who are majoring in psychology. Prerequisites: PSY-100, PSY-200 and PSY-300.

PSY-499 Research in Psychology (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. Open to junior and senior psychology majors or minors and others by permission of the instructor. May be repeated for credit for a maximum of six semester hours. Prerequisites: PSY-100, PSY-200 and PSY-300.

Religion

REL-101 Religions in the United States (3.00 cr.) (Fall and Spring, Course Offered Every Year)

This course is an exploration of the changing religious landscape of the United States, looking at the history and dynamic interaction of the various religious traditions that compose the contemporary American religious scene. We will explore global religious traditions as expressed in the American context, as well as some culturally specific traditions. Throughout we will maintain a dual focus on how the various religious traditions are changing in the American environment and how America is changing in this new multi-religious context.

REL-102 World Religions (3.00 cr.) (Fall and Spring, Course Offered Every Year)

An exploration of major eastern and western religious traditions including, but not limited to, Buddhism, Hinduism, Judaism, Christianity, and Islam. In addition to looking at the historical development of such traditions, this course addresses issues concerning current religious practice and the role of major religious traditions in contemporary society.

REL-103 Biblical Literature and History (3.00 cr.) (Fall and Spring, Course Offered Every Year)

A study of the canonical literature of the Jewish and Christian traditions. This course will explore how this diverse body of literature relates to its social and historical contexts. The focus will be on acquiring tools from a variety of academic approaches to reading the Bible. This course will enable students to understand how interpretive choices have been made in the reading of biblical texts and to reflect on how diverse ways of interpreting the Bible have shaped culture and continue to do so.

REL-104 Religious Ethics and Social Issues (3.00 cr.) (Fall and Spring, Course Offered Every Year)

This is an introductory course in ethical reflection which explores contemporary social issues from a variety of religious and philosophical traditions. Issues covered pertain to personal concerns such as sexuality, marriage, and reproduction, as well as broader societal issues regarding our economic lives and the environment.

REL-105 Philosophy of Religion (3.00 cr.) (Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as PHI-105.

REL-200 Introductory Topics in Religious Studies (3.00 cr.) (Course Offered As Needed)

An introductory study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-201 Introduction to Religious Studies (3.00 cr.) (Spring, Alternate Years)

This is a seminar devoted to the theories and methods in the academic study of religion from its beginnings in the 19th century until the present. Key theories and theorists will be discussed with a goal of developing basic knowledge of the issues in the field. This course will not be a prerequisite to other courses. Prerequisite: one 100-level Religion course or by permission of the instructor.

REL-220 Ethics of Love and Justice (3.00 cr.) (Fall or Spring, Course Offered Every Year)

This course is an introduction to the historical development of ethical thought in the western philosophical and religious traditions. It is organized around the central themes of love and justice as addressed by major thinkers from the ancient past to the present. Students will explore various interpretations of the nature and demands of justice in conversation with the different roles that love and the emotions are seen to play in shaping ethical commitments and practices. Also offered as PHI 220.

REL-250 Religion and Film (3.00 cr.) (Fall or Spring, Course Offered Every Year)

This course looks at the importance of religious thought in world cinema. It will consider a wide variety of films — from independent to mainstream Hollywood blockbusters — and will provide students with background knowledge of the religious tradition relevant to each film. After introductory readings on film theory, students will critically assess the form and content of films selected from different world cultures. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-251 Introduction to Buddhism (3.00 cr.) (Varies, Contact Department Head)

This course presents the religious philosophy, practices and cultural developments of Buddhism from 6th century BCE India to present-day America. In the course of this study, we will examine Buddhist ideas about the nature of existence, the basis of knowledge, the nature and path to salvation, psychology, ethics, aesthetics, gender and mind-body issues. Prerequisite: One 100-level Religion course, or by permission of the instructor.

REL-252 Religion and Art in Asia (3.00 cr.) (Varies, Contact Department Head)

This course explores religious thought and expression in the pan-Asian sphere. It travels to India, China, Japan and beyond to investigate how the visual and performing arts can be seen as both expressions of and constructions for the sacred. Religious art and architecture, material culture, garden design, fashion design, interior design, martial arts, dance, music, ritual performance, tea ceremony and popular culture will be considered in the context of Asian religious thought and philosophy. Also offered as Art 220. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-262 Jesus and the Gospels (3.00 cr.) (Spring Semester, Every Year)

This course examines the varied and multiple ways that Jesus is portrayed in the New Testament gospels and other Christian gospels. The modern quest for the historical Jesus is a focal point of this course, and students will examine a variety of historical, literary and theological problems posed by the gospel texts and the quest. This course meets the general education literature requirement. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-265 Prophetic Elements in Biblical Traditions (3.00 cr.) (Varies, Contact Dept. Head)

A study of the prophetic books of the Old Testament, with attention to their contemporary value. This course meets the general education literature requirement. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-267 Christian Origins: From Cult to Empire**(3.00 cr.)***(Varies, Contact Department Head)*

A study of the development and diversity of early Christian life and thought as reflected in literature spanning from the New Testament letters of Paul to the writings of St. Augustine in the fifth century. Topics will include the spread of Christianity and the formation of the early church; persecution and martyrdom; heresy and orthodoxy; women's roles; social issues; asceticism and sainthood. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-268 Women and the Bible**(3.00 cr.)***(Fall or Spring Semester, Alternate Years)*

A study of the status of women in the Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-282 Introduction to Christianity**(3.00 cr.)***(Varies, Contact Dept. Head)*

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. Prerequisite: One 100-level Religion course, or by permission of the instructor.

REL-283 Mothers, Mystics and Martyrs:**Women in the Christian Tradition****(3.00 cr.)***(Varies, Contact Dept. Head)*

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-284 Sin, Satan, and Evil**(3.00 cr.)***(Varies, Contact Dept. Head)*

A study of beliefs, images, and stories about sin and evil in the religious traditions of Judaism and Christianity, focusing around the figure of Satan and patterns of belief and disbelief in Western religious history. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-285 Religion and Literature**(3.00 cr.)***(Varies, Contact Department Head)*

This course investigates the presence of religious concepts and themes in a variety of literary forms as well as the presence of literary themes and devices in religious works. Course readings will draw from different time periods and cultures and include myth, history, parable, short stories, essays, oral narratives, poems, and novels. This course meets the general education literature requirement. Prerequisite: One 100 level Religion course.

REL-287 Latin American Liberation Theology**(3.00 cr.)***(Spring Semester, Alternate Years)*

Liberation Theology is a religious movement which uses the biblical teachings of Jesus and the Hebrew prophets with the social sciences to argue and work for social justice. In this course, we will examine its origins in 1960s Latin America, its development in subsequent decades, and the challenges it faces due to current shifting economic, political, and religious trends. This course is taught as a CORE-200 linkage with HIS-200, Latin American History. Films about Latin America are the centerpiece of this linkage. Prerequisite: One 100-level Religion Course, or by permission of the instructor.

REL-299 Introduction to Research in Religious Studies**(1.00–3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and, if appropriate, a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Prerequisite: one 100-level Religion course.

REL-342 Psychology of Religion**(3.00 cr.)***(Varies, Contact Department Head)*

A study of different psychological approaches that take religious beliefs, practices, moralities and experiences as their object of study. The course draws upon theories from depth psychology and humanistic schools of thought and the findings of empirical forms of psychological theory and research. Prerequisite: One 100-level Religion course, or by permission of the instructor.

REL-344 Biomedical Ethics**(3.00 cr.)***(Fall or Spring, Course Offered Every Year)*

This course explores the ethical implications of technological and economic developments in the areas of health care and medical research relevant to both the general public and health care professionals and researchers. Specific issues covered include professional ethics, reproductive technologies, genetic testing and engineering, organ transplants, biomedical research and health care allocation and access. Also offered as PHI-344. Prerequisite: One 100-level Religion course, or by permission of the instructor.

REL-345 Environmental Ethics**(3.00 cr.)***(Fall or Spring, Course Offered Alternate Years)*

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be given to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as PHI-345. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-346 Anthropology of Religion**(3.00 cr.)***(Fall, Course Offered Every Year)*

This course focuses on the ways in which religion and human culture intersect. We will look at such themes as myth, symbol, magic and ritual and see how they contribute to the formation of human societies. Students will engage in a local field research project to learn how anthropologists study religion. Offered as CORE-407. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-351 Comparative Mysticism**(3.00 cr.)***(Varies, Contact Department Head)*

This course explores the remarkable phenomenon of mysticism: the direct experience of the sacred, however it may be defined. It will present major theoretical approaches to the study of mysticism before discussing the textual accounts and visual expressions of mystics throughout the world and throughout history. Primary emphasis will be given to Hindu-Buddhist and Christian sources, though other varieties of mystical experience will also be considered. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-383 Religion in U.S. History (3.00 cr.)
(Varies, Contact Department Head)

A study of the religions of the United States from the pre-colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of U.S. culture and society. Focus will be placed on major periods, movements, and events and their connections to religious experience: the founding of the republic and civil religion, denominationalism and revivalism, frontier and utopian quests, Protestant/Catholic/Jewish interaction, slavery and civil rights, science and fundamentalism, secularism and pluralism. Also offered as HIS-383. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-385 Europe in the Middle Ages (3.00 cr.)
(Spring, Even-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as HIS-385.

REL-387 Age of Renaissance/Reformation (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as HIS-387.

REL-389 God and the Search for Meaning (3.00 cr.)
(Fall or Spring, Course Offered Alternate Years)

This course explores the development of major Christian concepts, such as the existence and nature of God, the person of Jesus, the meaning of being human, and the role of the church. This course will examine each concept from the point of view of several historically influential theologians — Augustine, Aquinas, Luther, Calvin — as well as significant contemporary theologians. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-400 Selected Topics in Religious Studies (3.00 cr.)
(Course Offered As Needed)

A study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-497 Seminar (3.00 cr.)
(Fall, Course Offered Every Year)

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors. Prerequisites: 12 credits in Religion, or by permission of the instructor.

REL-498 Honors Thesis in Religion (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and conduct a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet Honors Program Thesis requirements and conform to the thesis guidelines of the department of Religion and Philosophy. Open to Honors Students and Teaching Fellows during their junior or senior year. Prerequisite: 12 credits in Religion, or by permission of the instructor.

REL-499 Research in Religion (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to Junior and Senior Religion Majors and Minors.

Science

SCI-203 Science and Human Values (3.00 cr.)
(Fall, even-numbered years only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as CHE 203 and PHY 203. This course may not be used to satisfy major or minor requirements. Prerequisites: One laboratory science course (BIO 101/141, CHE 111/141, GEO 200/240, or PHY 211/241).

SCI-764 The Teaching of Science (3.00 cr.)
(Fall, Course Offered Every Year)

A course for students seeking teacher licensure in science [6-9] or chemistry [9-12] or biology [9-12]. Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction.

Social Work

SWK-235 Child Welfare (3.00 cr.)
(Spring, Course Offered Every Year)

This course looks at child welfare in a global, national, state and local context. Students will explore predictors of child well being and services designed to promote child welfare. Emphasis will be placed on explanation and interventions for family situations involving violence, child abuse, and neglect. Diversity arising from race, ethnicity, social class and social change will be examined. Twenty hours of community work at an assigned setting will be required. Prerequisites: SWK-241, SOC230, SOC-231 or CD-234.

SWK-240 Populations At Risk & Social Justice (3.00 cr.)*(Fall and Summer, Course Offered Every Year)*

This course introduces students to concepts and processes of social and economic oppression and to strategies for promoting social justice. Content is grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. It offers a framework and strategies for addressing the unique needs of populations that may be at risk for discrimination, oppression, and economic deprivation as a result of conditions related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

SWK-241 Introduction to Social Work & Social Welfare (3.00 cr.)*(Fall and Spring Course Offered Every Year)*

An overview of the profession of social work and the American Social Welfare Institution, examining the history of the American social welfare system and the contemporary structure of services as well as the role of policy in service delivery, social work practice, and attainment of individual and social well-being. The history, mission, and philosophy of the social work profession are also presented with an emphasis on the generalist model of social work practice. Students test their interest in social work through completion of 30 hours of service learning in a social welfare agency.

SWK-299 Introduction to Research in Social Work (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to freshmen and sophomores who have an interest in social work and social welfare and who would like to work individually with a faculty member on a project involving research on an issue of social work practice or social welfare and social justice. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: SWK-241.

SWK-302 Social Policy from a**Human Rights Perspective (3.00 cr.)***(Spring and Alternate Summers, Course Offered Every Year)*

What is our responsibility for those who cannot or will not look after themselves? Different societies reflecting their respective ideologies address these issues from a variety of perspectives. This course will examine the ideologies and perspectives that have shaped social welfare policy in the United States and in other societies around the world. Then, using the Universal Declaration of Human Rights (1948) and other international covenants as a lens, the course will examine the resulting social welfare policies and the intentional and unintentional impacts these policies have on vulnerable and oppressed populations. This course requires 15 hours of service learning activity. Prerequisite: 75 credit hours completed upon course enrollment. Also offered as CORE 406.

SWK-304 Generalist Practice With Individuals (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course is the first in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage individuals in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241 and SWK 307 or

SWK 308.

SWK-305 Generalist Practice With Families (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course is the second in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage families and groups in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241, SWK 304 and SWK 307 or 308.

SWK-307 Human Behavior for Social Work Practice:**Birth – Adolescence (3.00 cr.)***(Fall, Course Offered Every Year)*

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. The course focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from conception through adolescence. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: PSY 100, SOC 230. Prerequisites or co-requisites: BIO 322/342, SWK 241.

SWK-308 Human Behavior for Social Work Practice:**Adulthood Through Death (3.00 cr.)***(Spring, Course Offered Every Year)*

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from young adulthood through death. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: PSY 100, SOC 230. Prerequisites or co-requisites: BIO 322/342, SWK 241.

SWK-309 Research Methods for Social Work (3.00 cr.)*(Fall, Course Offered Every Year)*

This course prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The course prepares students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. Prerequisite: PSY 200.

SWK-311 Preparation For Social Work Field Placement (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. The professional values, knowledge, and skills necessary for a successful field experience will be reviewed. Prerequisite: SWK 304, Co-requisites: SWK 305, SWK 401. Pass/fail grading only.

SWK-401 Generalist Practice With Communities and Organizations**(3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

This course is the third in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage organizations and communities in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241, SWK 307 or 308, SWK 304.

SWK-402 Social Work Field Experience**(12.00 cr.)***(Fall and Spring, Course Offered Every Year)*

The social work field experience is an integral component of social work education and is anchored in the mission, goals, and objectives of the social work program. A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in an appropriate social agency is required. This experience will reinforce the student's identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice-based knowledge; and promote the development of professional competence. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of Director of Field Education. Fee: \$300.

SWK-403 Field Instruction Seminar**(3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

Students meet weekly for a 3-hour integrative field seminar designed to assist them in applying empirically based social work theory, knowledge and professional ethics in a social work practice setting and provide a capstone experience. Students complete an evaluation of practice research project in which they apply in their field settings research skills obtained through the social work curriculum. Written assignments are provided to demonstrate integration of knowledge and practice. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of the Director of Field Education.

SWK-405 Selected Topics in Social Work**(3.00 cr.)***(Offered as Needed-Contact SWK Program Director)*

Topics relevant to social work practice are offered as needed based on student requests and faculty availability. Topics offered include social work in education, social work in criminal justice, social work and the law, social work in health care, child welfare, geriatric social work, gender issues in social work, and social work in mental health settings.

SWK-498 Honors Thesis in Social Work**(3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: SWK-309.

SWK-499 Research in Social Work**(1.00–3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet

Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: SWK-309.

Sociology**SOC-230 Principles of Sociology****(3.00 cr.)***(Fall and Spring, Course Offered Every Year)*

An introduction to the concepts, methods and theories employed by sociologists to understand societies, social institutions and the myriad expressions of group life. The course explores the cultural contexts of human behavior to explain individual and group interaction, social mobility and inequality, relations framed by class, gender and race, and patterns of socialization, deviance and social change.

SOC-231 Social Problems**(3.00 cr.)***(Fall, Course Offered Every Year)*

This examination of American society places an emphasis on the institutional bases of social problems and conflict as well as the policies designed to address these problems. Topics include poverty, racism, environmental threat, crime and violence, and other contemporary challenges. Attention is consistently directed to the influences of these social problems on women's lives as well as the ethical dilemmas and debates surrounding the solutions to these problems.

SOC-260 Cultural Anthropology**(3.00 cr.)***(Spring, Contact Department Head)*

Understanding the power of culture in shaping our lives depends on knowing the ways of life displayed all around the world. This course introduces students to the discoveries of anthropologists as they have lived among preliterate and preindustrial people, and as they apply their signature methodologies to culturally distinctive communities in today's world. Comparing how a range of cultures address the challenges of social existence sets the stage for enlightening dialogue.

SOC 271 Home and Housing in Mexico**(1.00 cr.)***(Fall, Course Offered Every Year)*

The purpose of this course is to examine how the culture of Mexico shapes expectations about family and home as well as the political and economic contexts of housing. Religious, historical, political and social aspects of Mexico's culture will be examined in terms of the impact on family and home life. In addition, the institutional structure of the Mexican government and economy will be examined for its effects on home ownership and financing. Comparisons with the culture and institutions of the United States will be discussed.

SOC 272 Culture and Family in Mexico**(1.00 cr.)***(Fall, Course Offered Every Year)*

This course examines the culture and family structure of Mexico in light of this country's economic, political and religious history. Inequalities based on race, ethnicity, gender, sexual orientation, disability and social class level will be examined as well. A study of social movements to improve the status of oppressed people in Mexico is also included.

SOC 273 Education and Family in Mexico**(1.00 cr.)***(Fall, Course Offered Every Year)*

The basic purpose of this course is to examine how education as an institution is interrelated with the family and culture of a society. To explore a particular case study, the country of Mexico and its unique educational system and family structure will be analyzed. The history and traditions of this nation and their impact on education will be discussed as well.

SOC 280 Applied Sociology (3.00 cr.)*(Spring, Course Offered Every Year)*

This course is an introduction to the application of sociology to a range of “real life” problems and issues so that students gain an understanding of how to practice sociology in all future careers or occupations. The sociological perspective is applied in a way that is centered upon community based education/service learning. Students will participate in class exercises and organized community focused activities that meet identified community needs and reflect on these in such a way as to gain a broader appreciation of the discipline of sociology, and an enhanced sense of civic responsibility.

SOC-299 Introduction to Research in Sociology (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to freshmen and sophomores who have an interest in sociology and who would like to work individually with a faculty member on a project involving research from a sociological perspective. The student will formulate and execute a research project at an intermediate level of complexity and present results to an appropriate public audience. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a maximum of six semester hours. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-332 Human Sexuality (3.00 cr.)*(Spring, Even-Numbered Years)*

The research literature on sexual interests, behaviors and relationships is reviewed through study of the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Also offered as HED 332.

SOC-335 Race and Ethnic Relations (3.00 cr.)*(Fall, Course Offered Every Year)*

Patterns of relationship among racial and ethnic groups in the United States are analyzed. This course explores inequalities of wealth, power, and status along with the persistence of racism, movements to advance civil rights and efforts by groups to maintain social boundaries. Current trends in intergroup relations are discussed to explore how changing demographic racial patterns may affect future definitions of race and ethnicity. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-337 Corrections (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-338 Sociology of Families (3.00 cr.)*(Fall, Odd-Numbered Years)*

This course will provide students with an overview of the family from a sociological perspective. Students in the course will examine transformation of the family across time as well as its position as both a private and public institution. Topics include defining the family, gender and power, courtship and marriage, parenting, divorce and remarriage, work, and family violence. Particular attention is placed upon the changing roles of women in the family and the ways in which families impact the lived experiences of the women in them. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-340 Aging and Retirement (3.00 cr.)*(Fall, Even-Numbered Years)*

As the elderly population increases what challenges do these individuals face and what impact will they have on society? Students in this course will examine the physical, psychological and sociological dimensions of the aging process in order to gain insight on these questions. Topics include retirement, poverty and old age, Social Security and Medicare debates, long term care and end of life decisions, and issues related to the growing elderly population in the United States. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-346 Anthropology of Religion (3.00 cr.)*(Fall, Course Offered Every Year)*

This course focuses on the ways in which religion and human culture intersect. We will look at such themes as myth, symbol, magic and ritual and see how they contribute to the formation of human societies. Students will engage in a local field research project to learn how anthropologists study religion. Offered as CORE 407. Prerequisite: one 100-level Religion course, or by permission of the instructor.

SOC 360 Media, Self and Society (3.00 cr.)*(Fall, Course Offered Every Year)*

What is “the media” and how can it impact the ways in which we see the world and ourselves in it? This course will examine these questions as we examine the roles that various media forms play in our society, particularly in regards to issues of identity across lines of race, class, gender and sexuality. Students will examine historical and theoretical aspects of the media from both sociological and cultural studies perspectives, the ways in which mainstream and alternative media construct identities, and the impact that these images have on the society in which they circulate. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC 420 Gender and Society (3.00 cr.)*(Spring, Course Offered Every Year)*

What does sex have to do with gender? What does gender have to do with social systems? This course explores these questions by looking at the ways in which sociologists have theorized and written about gender. Students will explore what it means to understand gender as a social and cultural construct as well as the impact that these constructions have on the lived experiences of individuals in society. Additionally the course will examine the complex ways in which gender intersects and interacts with other facets of our social identities including race, class and sexual orientation. Prerequisite: At least 6 credit hours in SOC.

SOC-430 Population Dynamics (3.00 cr.)*(Spring, Odd-Numbered Years)*

Trace the effects of births, deaths and migration on population size, composition and distribution around the world. Examine the effects of population changes on the environment, the world's resources and on global security. Socioeconomic, political and religious institutions will be explored and the status of women around the world will be related to demographic change. Demographic trends in the United States are evaluated in the context of global influence. Prerequisite: At least 6 credit hours in SOC or at least 75 total credit hours.

SOC-431 Social Stratification (3.00 cr.)*(Spring, Course Offered Every Year)*

Explanations for social inequalities are considered along with current research on class, status, power and social mobility. Both national and international patterns of wealth and poverty are inspected to explain “who gets what and why.” Inequalities of households, of population groups and of nations as they participate on the global stage receive specific treatment. Prerequisite: At least 6 credit hours in SOC.

SOC 436 Criminology (R) (3.00 cr.)*(Fall, Course Offered Every Year)*

This course explores questions about the criminal law, criminal conduct, the risks of criminal victimization and prevailing crime control policies. Theories developed to explain why individuals offend and why crime rates vary are examined in light of research findings, so that students gain a thorough understanding of crime and its causes. These ideas are applied to conventional street crime as well as to organized crime and elite crime. Prerequisite: At least 6 credit hours in SOC.

SOC 440 – 449 Selected Topics in Sociology (3.00 cr.)*(Fall, Course Offered Every Year)*

Customized by the professor to reflect specialized areas of knowledge or new advances in the field, this course introduces students to compelling publications and/or media that will extend their grasp of sociological analysis. Selections spotlight issues associated with active public dialogue with the objective of discovering how sociology speaks to those issues. Course numbers advance as topics shift to favor additional enrollments as desired. Prerequisite: At least 6 credit hours in SOC.

SOC-489 Social Theory (3.00 cr.)*(Fall, Course Offered Every Year)*

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Postmodernism. Prerequisite: At least 6 credit hours in SOC.

SOC-496 Seminar in Public Sociology (3.00 cr.)*(Fall and Summer, Course Offered Every Year)*

This capstone course for the sociology major is an opportunity for students to use their sociological imagination to formulate solutions to the problems that face our world today. Choosing from a menu of options, including service, research, data analysis, and case studies, students will utilize sociological theories, literature, methods and data to explore a macro-level social problem chosen by the sociology faculty. Findings of the semester long project will be presented to sociology faculty, students, and the broader Meredith Community. Prerequisites: SOC 280, 374, and either MAT-245 or MAT-248 or PSY-200.

SOC-498 Honors Thesis in Sociology (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of the sociology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: 3 credits from SOC at Level 200, SOC-374, and either MAT-245 or MAT-248 or PSY-200.

SOC-499 Research in Sociology (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SOC at Level 200, SOC-374, and either MAT-245 or MAT-248 or PSY-200.

Spanish

SPA-101 Elementary Spanish I (3.00 cr.)*(Fall and Summer, Course Offered Every Year)*

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for SPA-103. Independent language laboratory work required each week.

SPA-102 Elementary Spanish II (3.00 cr.)*(Spring and Summer, Course Offered Every Year)*

A review and continuation of SPA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: SPA-101.

SPA-103 Structural Spanish (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A thorough and accelerated review of first-year Spanish for students who had two years of high school Spanish, but who do not qualify for SPA-205. Independent language laboratory work required each week. May not be taken following SPA-101 or SPA-102.

SPA-205 Intermediate Spanish I (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A review and continuation of SPA-102 or SPA-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: SPA-102 or SPA-103.

SPA-206 Intermediate Spanish II (3.00 cr.)*(Spring, Course Offered Every Year)*

A continuation of SPA-205. Emphasis on the reading and discussion in Spanish of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: SPA-205.

SPA-207 Intermediate Conversation in Spanish (3.00 cr.)*(Spring, Course Offered Every Year)*

A course in conversational Spanish which focuses on increasing a student's oral proficiency at the intermediate level. Emphasis is placed on the proper pronunciation of the language and on listening and speaking. Students will learn: to initiate a conversation, to keep contact with the audience (whether an individual or a group), to manage to explain what they "really" mean, how to behave appropriately in face-to-face interactions, to achieve competency in different speaking situations, and how to use Spanish the way native speakers do. The class will be conducted entirely in Spanish. It may be repeated once for credit through an approved program of study abroad. Course offered as needed. Prerequisites: SPA 205-206 or equivalent (Intermediate Spanish I and II). Co-requisites: None.

SPA-299 Introduction to Research in Spanish (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SPA at Level 200.

SPA-300 Life and Study Abroad (1.00–3.00 cr.)*(Varies, Contact Dept. Head)*

Intensive study and homestay in a Spanish-speaking country. Credit awarded according to departmental guidelines. Permission of department required to enroll. Pass/Fail grading only.

SPA-301 Business Spanish (3.00 cr.)*(Spring, Course Offered Every Year)*

An advanced-level course to orient students' functional use of Spanish to the world of business from a Hispanic cultural perspective. Students will report on current events, trade accords among nations and intercultural issues in the workplace. Prerequisites: Successful completion (grade of C or better) of Intermediate Spanish II (SPA 206) is required and Advanced Composition and Grammar (SPA 306) is preferred. Students who wish to take Business Spanish without having completed SPA 306 should seek the permission of the instructor. Co-requisites: None.

SPA-302 Topics in Language and Culture (1.00-3.00 cr.)*(Varies, Contact Dept. Head)*

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: SPA-205, SPA-206.

SPA-303 Civilization of Spain (3.00 cr.)*(Fall, Even-Numbered Years Only)*

The political and cultural history of Spain including its contributions to Western culture in the fields of art, religion, literature, and music. Prerequisites: SPA 205, SPA 206 or equivalent.

SPA-304 Spanish American Civilization (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

History of the Spanish-speaking countries and the impact of their culture in the fields of art, religion, literature and music. Prerequisites: SPA 205, SPA 206 or equivalent.

SPA-305 Spanish Phonetics & Phonology (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all Spanish majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-306 Advanced Grammar, Composition & Linguistics (3.00 cr.)*(Varies, Contact Dept. Head)*

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. One hour of non-credit laboratory work required each week. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-307 Advanced Conversation (3.00 cr.)*(Spring, Course Offered Every Year)*

Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Open to juniors and

seniors or to other students with special permission of the instructor. Required of majors. Prerequisites: SPA-305, SPA-306 or equivalent.

SPA-308 Readings in Hispanic Literature (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-321 Language and Power (3.00 cr.)*(Spring, Course Offered Every Year)*

This socio-linguistics course focuses on the study of the theory of politeness; analysis of the linguistic strategies used by the speakers/writers to persuade or manipulate the reader/hearer; and analysis of cases where language is used to express conscious or unconscious prejudice and discrimination against other members of the society. Prerequisites: SPA 206 (or its equivalent). Co-requisites: None.

SPA-331 Spanish and Latin American Film (3.00 cr.)*(Varies, Contact Dept. Head)*

This course is designed to help the student improve oral and written communication in Spanish and to become familiar with major Hispanic films, directors, and actors and their contributions to cinematic art. Through the medium of film, students will develop a deeper awareness of Hispanic culture and of global affairs. Prerequisites: SPA 206 or equivalent. Co-requisites: None.

SPA-350 Spanish Seminar (1.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in Spanish. Aspects of the culture, civilization, and literature of the Spanish-speaking countries in the world will be discussed. Will include films, workshops, field trips and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters required of Spanish majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: take SPA-205 and SPA-206 or SPA-305 and SPA-306) or equivalent.

SPA-351 The Development of Poetry (3.00 cr.)*(Fall, Even-Numbered Years Only)*

Introduction to the poetry of Spain and Latin America designed for third- or fourth-year college Spanish students. Includes literary analysis. Selections are read in chronological order, and each poem is situated in its period and literary movement. Selections from both the epic "El Cid" and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana Inés de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes. Prerequisites: SPA-306, SPA-308.

SPA-352 The Development of Theater (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallén de Soto, Sor Juan Inés de la Cruz, Usgili, Elena Garro, and García Lorca. Prerequisites: SPA-306, SPA-308.

SPA-353 Development of Short Fiction (3.00 cr.)*(Spring, Even-Numbered Years Only)*

Introduction to the development of short fiction in the Spanish-speaking world designed for third- or fourth-year students of college Spanish who have completed SPA-308 at Meredith, or students who are native/ nearnative speakers of Spanish. Selections will be read in chronological order and will be situated in their own historical and literary periods. A variety of periods and styles will be represented, including authors such as Don Juan Manuel, Santa Teresa de Avila, Cervantes, Sor Juana Inés de la Cruz, Ricardo Palma, Ruben Dario, Jose Marti, Borges, Cortázar and Rosario Castellanos. Prerequisites: SPA-308.

SPA-354 Development of Long Narrative (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

A chronological survey of the long Spanish narrative, covering developments in both the Spanish Peninsula and Latin America. Selected chapters from the proto-novel, "La Celestina," passages from "Don Quijote," and excerpts from other novels will be read. Several contemporary novels will be assigned according to theme rather than period. Students will also investigate various avenues of literary criticism. Prerequisite: SPA-308.

SPA-498 Honors Thesis in Spanish (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the honors student investigates an aspect of Spanish language or Hispanophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from SPA; at Level 300 or above.

SPA-499 Junior & Senior Research in Spanish (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from SPA at Level 300 or above.

Theatre

THE-114 Introduction to Theatre (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

THE-130–THE 142 Theatre Practica (1.00 cr. hour for each section, listed below)*(Fall and Spring, Course Offered Every Year)*

The practicum is designed to give the student practical theatre experience through production or performance work. After receiving the instructor's ap-

proval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Instructor's consent required for each section listed below.

THE-130 Performance

THE-131 Directing

THE-132 Assistant Directing

THE-133 Lighting

THE-134 Sound

THE-135 Costuming

THE-136 Makeup

THE-137 Stage Management

THE-138 Scenery

THE-139 Design

THE-140 House Management

THE-141 Publicity

THE-142 Box Office

THE 150 Voice and Articulation (3.00 cr.)*(Spring, Even-Numbered Years Only)*

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy and vocal variety.

THE-214 Creative Dramatics (3.00 cr.)*(Fall, Even-Numbered Years Only)*

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process- not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Observations in area elementary schools and the development of a resource file are required.

THE-224 Acting I (3.00 cr.)*(Spring, Course Offered Every Year)*

The beginning acting student is introduced to the theories and practical skills of the Stanislavski system including relaxation, concentration, warm-up techniques, and improvisation exercises. Participation in scene study and monologue work, plus applying the basics of scoring, is also explored. May be taken without prerequisite course with instructor's consent. Prerequisites: THE-114.

THE-244 Fundamental Concepts — Theatre (1.00 cr.)*(Fall and Spring Course, Offered Every Year)*

Vocabulary, critical theories, and concepts of theatre will be introduced through observations, demonstrations, practice, and reflection. Oral and written communication skills will be emphasized. Required of all K-6 licensure students.

THE-245 Stagecraft (3.00 cr.)*(Fall, Even-Numbered Years Only)*

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE 114.

THE-246 Lighting and Sound (3.00 cr.)*(Spring, Even-Numbered Years Only)*

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-245.

THE-247 Costume and Makeup (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-245.

THE-299 Research in Theatre (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course will provide opportunities for freshmen and sophomores to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: THE-114.

THE-316 History of Theatre Classic-Romance (3.00 cr.)*(Fall, Even-Numbered Years Only)*

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisites: THE-114.

THE-317 History of Theatre Modern-Contemporary (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-320 Puppetry (3.00 cr.)*(Spring, Even-Numbered Years Only)*

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwriting, performance, and play production will be thoroughly explored. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-324 Acting II (3.00 cr.)*(Fall, Course Offered Every Year)*

Using the work done in Acting I as a foundation, this course focuses on the advanced acting theories of Stanislavski, including sense and emotion memory. Through scene work and monologues, the student explores more complicated characterizations, difficult dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisites: THE-224.

THE-335 Scenic Design and Painting (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building

three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114, THE-245.

THE-350 Modern Drama (3.00 cr.)*(Spring, Course Offered Every Year)*

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as ENG-350. Prerequisites: ENG-200.

THE-370 Playwriting (3.00 cr.)*(Spring, Odd-Numbered Years Only)*

An introduction to the basic tools of playwriting, students will explore the fundamentals of writing for the stage through formal and informal exercises. They will learn how to use constructive criticism to improve their work and the work of others. The semester will culminate with a performance of staged readings of the students' projects.

THE-425 Directing (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

Basics of casting, staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisites: THE-114.

THE-480 Intern: Area of Specialization (1.00–3.00 cr.)*(previously the course number was THE 499)**(Fall and Spring, Course Offered Every Year)*

The course consists of an internship in theatre management, or in production, and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. May be taken without prerequisite course with instructor's consent. Prerequisite: THE-114

THE-490 Project: Area of Specialization (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

A project, selected by the theatre major in consultation with her adviser, will be completed that will focus on her area of specialization (performance, production, management, etc.). Instructor's consent required.

THE-496 Seminar in Musical Theatre (3.00 cr.)*(Fall, Odd-Numbered Years Only)*

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-498 Honors Thesis in Theatre (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

An introduction to theories, methods, and ethics of aesthetic inquiry. In conjunction with a Theatre faculty mentor, the student will formulate and execute an original research project that will culminate in a research paper and/or performance work. A "research Course Information Form" completed by the student and the faculty mentor is required for registration. The research project must meet Honors Program Thesis requirements as well as the expectations of the Theatre faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

THE-499 Research in Theatre (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course will provide opportunities for juniors and seniors to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisite: THE-114.

THE-735 Methods of Teaching Theatre (3.00 cr.)*(Varies, Contact Department Head)*

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE-214.

Women's Studies

WST 200 Reading Women's Lives; Introduction to Women's Studies (3.00 cr.)*(Fall, Offered Every Year)*

This course begins with our asking the seemingly simple question, What is a woman? and a corollary question, What is feminism? Women's studies scholars and activists in women's issues have made it their work to examine the historical and social constructions of gender from cross-cultural and interdisciplinary perspectives. Throughout the course, you will be invited to think, speak, create, act and write critically about women's ideas and experience. We will work toward understanding how various aspects of women's identities, including age, race, class, and sexual orientation interconnect, and how these differences help women position themselves in relation to various forms of feminism. This course fulfills a cultural perspectives or social and behavioral science elective for general education requirements.

WST 299 Research in Women's Studies (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to freshmen and sophomore majors and minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. This course may be repeated for a total of six credits.

WST 300 Contemporary Feminist Theories (3.00 cr.)*(Spring, Course Offered Odd Years)*

This course is designed to provide students with a broad overview of the key feminist theoretical debates of the 20th and 21st century. Using some early works to provide a critical and historical foundation, the course will trace the roots of contemporary American feminism and identify recurrent themes in feminist thought and theory. Using a variety of texts and selected readings, this course will encourage students to sharpen their critical skills, understand and appreciate the diversity of approaches taken by feminist theorists, and apply feminists theories/approaches to a number of issues in their chosen disciplines. Prerequisite: WST 200.

WST 320 Our Bodies- Our Lives; Shaping Female Identity (3.00 cr.)*(Varies, Contact Program Director)*

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "normal" body; and the way the body has been

objectified in areas of fitness, health and beauty. We will look at the effects of media, popular culture, educational, and other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes.

WST 472 Women's Studies Service Project (1.00-3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

This course, recommended for the major in Women's Studies, presents an opportunity for students to contribute knowledge and skills to a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings provide the context. The service project is developed between student and faculty sponsor with approval of Women's Studies director. The connections between scholarship, social action and ethical responsibility are emphasized. A weekly seminar with other students and/or meeting with the faculty director of the project provides a structured setting in which to analyze these experiences and share works-in-progress. A thorough report is submitted at the end of the semester. Prerequisite: WST 200.

WST 490 Selected Topics in Women's Studies (3.00 cr.)*(Spring, Course Offered Even Years)*

An open enrollment course that draws broadly upon historical, contemporary and/or controversial topics in the field of Women's Studies; no prior experience in Women's Studies assumed. Each topic provides students with a place to consider issues, engage in dialogue, and make meaningful connections to their own lives and the larger world. The course offers a variety of formats, foci, and processes that will change with the instructor. This course is offered Spring semester even years. Prerequisites: Context of Culture and Junior Status.

WST 495 Crossing Borders; Women Making Changes in a Global Society (3.00 Cr.)*(Spring, Course Offered Every Year)*

Globalization has spurred the way in which changes on one continent or country impact the lives of women everywhere. This course will introduce students to the problems, experiences and activism of women in diverse situations and contexts, and examine the effects and influence of globalization on the lives of women. The emphasis will be on issues of identity (as mothers, consumers, citizens, workers) and organizing for change (economic, political, cultural, and legal). As we explore activism and the obstacles to change within a global context, we will reflect on how the local is increasingly shaped by complex and distant cultures. Offered as CORE-405 Prerequisite: 75 hours.

WST 498 Honors Thesis in Women's Studies (3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to seniors in the Honors and/or Teaching Fellows Program who, in conjunction with a faculty mentor, will formulate and execute an original and advanced level research project investigating an aspect of women's studies of interest to her. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. The maximum credit is three semester hours. Prerequisite: WST 200.

WST 499 Research in Women's Studies (1.00–3.00 cr.)*(Fall and Spring, Course Offered Every Year)*

Open to junior and senior majors and minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. This course may be repeated for a total of six credits. Prerequisites: WST 200 and WST 300.

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The Corporation, 2008

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Raleigh

George Griffin
Havelock

Alex Holmes
Raleigh

Judy LeGrand
Raleigh

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Raleigh

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Raleigh

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Raleigh

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Rocky Mount

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Raleigh

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Wendell

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Randall Lotley
Raleigh

Carol Milano
Wilton, CT

David Recht
Raleigh

Paula Sims
Chapel Hill

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Margaret W. Parker
Winston-Salem

J. Earl Pope
Mooreville

Claude B. Williams, Jr.
Durham

W. Fred Williams
Greensboro

FACULTY, 2007-2008

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Karthik Aghoram, Ph.D. (2005)

Assistant Professor of Biology

B.S., M.S. Bangalore University; Ph.D., Florida State University.

Lyn G. Aubrecht, Ph.D. (1974)

Professor of Psychology

B.S., M.S. Illinois State University; Ph.D., The Ohio State University.

Rebecca Bailey, Ph.D. (1984)

Dean, School of the Arts; Professor of Art

B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

Maureen Banker, A.M. (1984)

Associate Professor of Art

B.A., Meredith College; A.M., Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

Jane Barnes, Ph.D. (2003)

Assistant Professor of Business

B.S., Ohio University; M.B.A., Cleveland State University; J.D., M.S., Ph.D., Rutgers University.

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B.S., M.Ed., North Carolina State University

Jack Bishop, Ph.D. (Spring 2007)

Biology

A.B., McMurry College; M.S., Ph.D., Louisiana State University

Jill Blythe, A.M. (2006)

English

A.B., University of North Carolina at Wilmington; A.M., University of North Carolina at Charlotte

Anna Bonaduce, A.M. (Spring 2006)

Foreign Languages and Literatures

A.B., A.M., Università Degli Studi L'Aquila

Nina Bostic, M.Ag. (Spring 2006)

Human Environmental Sciences

B.S., Meredith College; M.Ag., North Carolina State University

Risa Botvinick, M.A. (2007)

English

A.B., University of North Carolina at Chapel Hill; A.M. North Carolina State University

James Boyles, Ph.D. (2006)

Art

A.B., A.M., M.L.S., Ph.D., University of North Carolina at Chapel Hill

Amy Brabeck, A.M. (2005)

Foreign Languages and Literatures

A.B., St. Mary's College-IN; A.M. University of Illinois at Urbana

Kristi S. Brewer, A.M. (1994)

Communication

A.B., B.S., Concord College; A.M., Marshall University.

Angie Browning, A.B. (2002)

Dance

A.B., Meredith College

Claire Burkhart, M.A. (2007)

Foreign Languages and Literatures

A.B., University of North Carolina at Chapel Hill; A.M. University of Texas at Austin

L.D. Burris (Spring 2006)

Dance

Laura Button, A.M. (2006)

English

A.B., Birmingham Southern College; A.M., University of Alabama at Tuscaloosa

Susan Callahan, M.B.A. (2007)

School of Business

B.S., North Carolina State University; M.B.A., Meredith College

Gina Cash, A.M. (2004)

English

A.B., A.M., University of Oklahoma

Janet Cherry, Mus.M. (1988)

Music

Mus.B., Mus.M., Meredith College

Carol Chung, Mus.M.

Music

Mus.B., Mus.M., The Cleveland Institute of Music

Margaret Clary, M.Ed. (2001)

Education

A.B., Limestone College; M.Ed., Meredith College

Paul Cockshutt, A.B. (2004)

English

A.B., Washington and Lee University

Kathryn Cole, A.M.

Psychology

A.B., Meredith College; A.M., Westchester University

Helen Collier, M.Ed. (1999)

Education

A.A., Mars Hill College; A.B., Pfeiffer University; M.Ed., University of North Carolina at Chapel Hill.

Wallace Crumpler, M.L.Sci. (1995)

Biology

B.S., North Carolina State University; M. Life Sciences, North Carolina State University

Frank Damico, M.B.A. (2006)

Business

B. Engineering., Stevens Institute of Technology; M.B.A., Pace University

Michelle Darrah, A.M.

Foreign Languages and Literatures

A.B., University of Paris; A.M., University of North Carolina at Chapel Hill

Angela Davis-Gardner, M.F.A. (2007)

English – Visiting Writer in Residence

B.A., Duke University; M.F.A., University of North Carolina at Greensboro

Brock Downward, D.M.A. (Spring 2008)

Mus. B., Oberlin College; Mus.M., D.M.A., Eastman School of Music

Duane Dreyer, Ph.D. (2004)

Biology and Health Sciences

B.S., Ph.D., University of Pittsburgh

Elizabeth Droessler, M.Ed. (2004)*Dance*

B.S., University of North Carolina at Greensboro; M.Ed., North Carolina State University

Janis Dupre, Mus.M. (1994)*Music*

Mus.B., Mus.M., Florida State University

Michael Dykstra, Ph.D. (2007)*Biology*

A.B., M.S., University of Iowa; M.S., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

Don Eagle, (1986)*Music*

Undergraduate Study, University of North Carolina at Chapel Hill, private study

Margaret Evans, Mus.D. (1994)*Music*

Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Illinois, Mus.D., Northwestern University

Raven Evans, M.S. (2007)*Psychology*

A.B., M.S., North Carolina State University

Holly Fischer, M.F.A. (2007)*Art*

A.B., Meredith College; M.F.A., University of Texas at Austin

Julie Flowerday, Ph.D. (Spring 2008)*Sociology*

A.B., A.M., Wayne State University; Ph.D., University of North Carolina at Chapel Hill

Elliott Gaffer, M.A. T. (Sp. 2000)*Foreign Languages*

A.B., University of Massachusetts; M.A.T., Brown University

Paul Garcia, D.M.A. (2007)*Music*

B.M.E., New Mexico State University; Mus.M., University of Tennessee at Knoxville; D.M.A., University of Southern Mississippi

Margaret E. Garriss, Mus.M. (1989)*Music*

Mus.B., Meredith College; Mus.M., Meredith College

Phyllis Garriss, Mus.M. (1952)*Music*

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music

Gates, Rosalie, Ph.D. (1965)*History*

A.B., A.M., Ph.D., Duke University

John Giles, A.M. (2004)*Business*

B.S., North Carolina State University; A.B., A.M., University of North Carolina at Chapel Hill

Jimmy Gilmore, Mus.M. (1994)*Music*

Mus.B., Performer's Certificate, Eastman School of Music of the University of Rochester; Mus.B., Mus.M., Julliard School of Music

Amy Ginsburg, Ed.D., (Spring 2008)*Dance*

A.B., Duke University; A.M., University of Illinois; Ed.D., Temple University

Bluma Greenberg, M.A. (1976)*Art*

A.B., Duke University; A.M., University of North Carolina at Chapel Hill

Clay Griffith, A.M. (2006)*History*

A.B., A.M., North Carolina State University

James Hamilton, B.S. (Spring 2007)*Health, Exercise and Sports Science*

B.S., University of Maryland

Pamela Halverson, Mus.M. (1988)*Music*

Mus.B., University of Michigan; Mus. M., North Carolina School of the Arts

Alison Hannah-Katschkowsky, M.A. (1999)*Health, Exercise and Sports Science*

A.B., University of North Carolina at Chapel Hill; A.M., East Carolina University

Carolyn Happer, Ph.D. (1980)*History*

A.B., Ph.D., Duke University; A.M., University of North Carolina at Chapel Hill

Kent Harris, M.S. (2007)*Human Environmental Sciences*

A.B., Trinity University; M.S., Oklahoma State University

Willie Harriett, M.S. (Spring 2008)*Human Environmental Sciences*

B.S., M.S., East Carolina University

Susan Hartley, M.F.A. (2002)*Dance*

A.B., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro

Cynthia Hoban, M.Ed. (1999)

Health, Exercise and Sports Science

B.F.A., The Ohio State University; M.Ed., North Carolina State University

Ashley Hogan, A.M. (Spring 2001)

English

A.B., Appalachian State University; A.M., North Carolina State University

Virginia Hudson, Mus.M. (1981)

Music

Mus.B., University of Texas; Mus.M., North Carolina School of the Arts

Sarah Huffmann, B.S. (2002)

Health, Exercise and Sports Science

B.S., Meredith College

Carol Huncik, M.F.A. (2007)

Dance

A.B., Cleveland State University; M.F.A., Smith College

Kathleen Hyland, Psy. D., (Spring 2008)

A.B., Meredith College; Psy. D., Massachusetts School of Professional Psychology

Cynthia Hyman –Zuckerman, A.M. (2007)

Communication

A.B., North Carolina State University; A.M., University of Georgia

Nasser Isleem, Ph.D. (2004)

Foreign Languages and Literatures

A.B., Bluefield State College; Ph.D., Central Pacific University

Chuck Johnson, Ph.D. (2006)

Foreign Languages and Literatures

A.B., Ph.D., University of North Carolina at Chapel Hill; A.M., University of North Carolina at Greensboro

Darlene Johnson, M.S.W. (Spring 2006)

Sociology and Social Work

B.S.W., Southern Illinois University at Carbondale; M.S.W., University of North Carolina at Charlotte

Medina Johnson, B.B.A. (2007)

B.B.A., University of Missouri

Donna G. Jolly, M.M. (1989)

Music

Mus.B., East Carolina University; M.M., Meredith College.

Pin Pin Jong, Mus. M. (2001)

Music

B.M., Meredith College; Mus.M., University of Illinois at Urbana-Champaign

Cristin Keary, B.S. (2006)

Chemistry

B.S., Old Dominion University

Mellonee Kennedy, J.D. (2007)

Sociology/Social Work

A.B., Coker College; M.S.W., Florida State University; J.D., St. Thomas University School of Law

Lutz Kube, Ph.D. (2001)

Foreign Languages and Literatures

A.B., A.M., Humboldt Universitat of Berlin; Ph.D., University of North Carolina at Chapel Hill

Nasim Lari, M. Economics (2007)

School of Business

B.S., University of North Carolina at Chapel Hill; M. Economics, North Carolina State University

Jun Hyeng Lee, A.B. (2005)

Health, Exercise and Sports Science

A.B., George Mason University

Mara Lewis, B.S. (1998)

Art

B.S., University of Florida

Janet Link, M.F.A. (2005)

Art

A.B., Meredith College; M.F.A., Louisiana State University at Baton Rouge

Tom Lohr, Mus.M. (1979)

Music

Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky

Allison Lowe-Reed, M.Econ. (2004)

Business

A.B., M. Econ., North Carolina State University

Shanny Luft, Ph.D. (2007)

Religion

B.S., Towson University; M.A., Boston University; Ph.D., University of North Carolina at Chapel Hill

Sally McCormick, M.C. (1998)

Communication

A.B., University of North Carolina at Chapel Hill; M.Communication., Georgia State University

Lucrecia Maclachlan, A.M. (2005)

Foreign Languages and Literatures

University of Barcelona; A.M., A.M., Ball State University

Andrea Marritt, Ph.D. (2006)

Biology

B.S., Virginia Tech; Ph.D., Georgetown University

Julia Mastro, M.A. (2005)*Foreign Languages and Literatures*

A.B., Arizona State University; A.M., University of North Carolina at Chapel Hill

Julie Mayberry, A.M. (2002)*Music, Communication and Theatre*

A.B., A.M., University of North Carolina at Chapel Hill

Lucy Melbourne, Ph.D. (2000)

A.B., George Washington University; A.M., Catholic University; Ph.D., University of North Carolina at Chapel Hill

Manley Midgett, M.S. (1987)*Education*

B.S., M.S., University of North Carolina at Chapel Hill

Page Midyette, M.B.A. (2002)*Business*

A.B., M.B.A., Meredith College

Kristy Moss, M.A. (2007)*Foreign Languages and Literatures*

A.B., Meredith College; A.M., North Carolina State University

Deborah Mugno, Ed.D. (2007)*Human Environmental Sciences*

B.S., University of Maryland; M.S., Ed.D., Johns Hopkins University

Pamela Nelson, Mus.M. (1977)*Music*

Mus.B., Southern Illinois University; Mus.M., North Carolina School of the Arts

Joan Nicholas-Walker, M.F.A. (2006)*Dance*

B.F.A., George Mason University; M.F.A., Ohio State University

Anne Noland, M.Ed. (1998)*Human Environmental Sciences*

A.B., Agnes Scott College; M.S.W., University of Michigan; M.Ed., North Carolina State University

Amy Olsen, B.A. (2005)*Health, Exercise and Sports Science*

B.A., Eastern Kentucky University

Kathy Olvesky (1989)*Health, Exercise and Sports Science***Cathie Ostrowski, M.S. (2003)***Human Environmental Sciences*

B.S., M.S., D'Youville College

Barbara Paris, M.S.W. (2007)*Sociology/Social Work*

A.B., Georgia State University; M.S.W., University of North Carolina at Chapel Hill

Robert Patchus, M.S. (2005)*Chemistry*

B.S., M.S., University of New Orleans

Carl Peay, M.F.A. (2007)*General Education*

A.B., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro

Frank Pittman, D.M.A. (1999)*Music*

Mus.B., University of North Carolina at Chapel Hill; M.Mus., Temple University; D.M.A., University of North Carolina at Greensboro

Risa Poniros, Ed.D.C.T. (1997)*Music*

Mus.B., University of North Carolina at Greensboro; Mus.M., University of Tennessee at Knoxville; Ed.D.C.T., Teachers College of Columbia University

Betty-Shannon Prevatt, M.A. (2002)*Psychology*

A.B., Meredith College; A.M., East Carolina University

Andrea Price, D.M.A. (2007)*Music*

Mus.B., Meredith College; Mus., M., Appalachian State University; D.M.A., University of South Carolina at Columbia

Suzanne Rabon, M.S.W. (2007)*Sociology/Social Work*

B.S.W., East Carolina University; M.S.W., University of North Carolina at Chapel Hill

Joel Rainey, M.F.A.*Dance*

B.F.A., Wright State University; M.F.A., Louisiana State University; A.M., Bowling Green State University

Melissa Raley, B.M. (1992)*Health, Exercise and Sports Science*

B.M., Meredith College

Richard Redfoot, M.A. (2001)*Human Environmental Sciences*

A.B., Washington & Lee University; A.M., State University of New York at Buffalo

Jack Register, M.S.W. (2007)*Sociology/Social Work*

A.B., Guilford College; M.S.W., North Carolina A&T State University

Nancy Riva-Palacio, A.M. (1989)*Music*

A.B., University of Richmond; A.M., Columbia University

Eva Roberts, M. Product Design (Spring 2008)

Art

M. Product Design, North Carolina State University

Frank Rogers, Ph.D. (2005)

History and Politics

B.S., College of Holy Cross; A.M., Ph.D., University of Virginia

John Rose, A.M.

Honors

A.B., A.M., University of Cambridge

Lou Rosser, A.M. (1991)

English

A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University

Ann Roth, A.M., (2001)

Art

B.F.A., University of Michigan; A.M., University of Kansas

Wendy Savage, A.B. (Spring 2006)

Art

A.B., Florida State University

Sydney Scherr, M.F.A. (1991)

Art

B.F.A., Kent State University; M.F.A., Southern Illinois University

Judy Schmidt, M.S. (Spring 2006)

Psychology

A.B., Meredith College; M.S., University of North Carolina at Charlotte

Janet Shurtleff, Ph.D. (2007)

Music

B.S., University of Illinois; M.S., Auburn University; Ph.D. North Carolina State University

Lina Sibert, M. Arch. (1999)

Human Environmental Sciences

B.Env. Dsn. & Arch, North Carolina State University; M.Arch. University of California-Berkeley

Mary Sikes, M.S. (2007)

Mathematics

A.B., Coker College; M.S., North Carolina State University

Judith Simon, M.Ed., (Spring 2006)

Education

B.S., Appalachian State University; M.Ed., University of North Carolina at Greensboro

Phyllis O'Hara Smetana, B.S. (1993)

Mathematics

B.S., Meredith; Postgraduate Diploma-University of Warwick

LeGrande Smith, B.S. (2007)

Theatre

B.S., Western Carolina University

Paul Smith, B.S. (2001)

Health, Exercise and Sports Science

B.S., Methodist College

Smith, Rebekah, Ph.D. (1993)

History

A.B., University of the South; Ph.D., University of North Carolina at Chapel Hill

Georgia Springer, M.P.D. (1990)

Art

A.B., Duke University; J.D., George Washington University; M.P.D., North Carolina State University

Henry Steele, Ph.D. (2005)

Business

B.S., A.M., University of Missouri; Ph.D., Indiana University

Angela Stephenson, Mus.M. (1992)

Music

Mus.B., Mus.M., Meredith College

Edward Stephenson, Mus.B. (1987)

Music

Mus.B., North Carolina School of the Arts

Margie Stewart, M.F.A. (2000)

Art

A.B., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro; M.P.D., North Carolina State University

Patricia Strong, Mus.M. (2007)

Music

Mus.B., Mus.M., Meredith College

Cornelius Swart, Ph.D. (1993)

Education

A.B., Ph.D., University of North Carolina at Chapel Hill; A.M., George Peabody College

Nigel Sylvester, Ph.D. (2007)

Foreign Languages and Literatures

A.B., University of Sheffield; B. Phil., University of Liverpool; Ph.D., University of California at Berkeley

Fanella Tague, A.M. (2002)

Foreign Languages and Literatures

A.B., Meredith College; A.M., The Ohio State University

Louise Taylor, Ph.D. (1978)

English

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University

Sally Zeigler Thomas, D.M.A. (1983)*Music*

Mus.B., Meredith College; Mus.M., The Ohio State University;
D.M.A., University of North Carolina at Greensboro

Bonnie Torgerson, M.Ed. (1993)*Education*

A.B., Webster College; M.Ed. Duke University

Kelly Webber, Ph.D. (2007)*Human Environmental Sciences*

B.S., University of Kentucky; M.S., North Carolina State University;
M. Public Health, Ph.D., University of North Carolina at Chapel Hill

Everett Wheeler, Ph.D. (2006)*Foreign Languages and Literatures*

A.B., Indiana University; Ph.D., Duke University

Hilary Wilkinson, M.S. (2004)*Psychology*

A.B., Meredith College; M.S., Radford University

Wilson, Lisa, M. Arch. (Spring 2008)*Human Environmental Sciences*

B. Env. Design, M. Arch., North Carolina State University

Laura Woodall (2005)*Health, Exercise and Sports Science*

B.S., M.S. Iowa State University

Sara Wrenn, Ph.D. (2007)

A.,B., Duke University; M.S.,Ph.D., North Carolina State University

Faculty Emeriti 2007–2008

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Audrey R. Allred, M.Ed. (1970)*Associate Professor of Education*

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

Maureen Banker, M.A. 1984)*Professor of Art*

B.A., Meredith College; M.A. Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

Martha Bouknight, Ph.D. (1996)*Professor of Mathematics*

A.B. University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

Carol Brown, M.S. (1983)*Associate Professor of Health and Exercise*

B.S., Colorado State University; M.S., Smith College.

Clara R. Bunn, Ph.D. (1969)*Professor of Biology*

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

Craven Allen Burris, Ph.D. (1969)*Vice President and Dean of the College Professor of History and Politics*

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

James L. Clyburn, M.S. (1958)*Professor of Music*

A.B., Elon College; M.S., Julliard School of Music.

Bernard Cochran, Ph.D. (1960)*Professor of Religion*

A.B. Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University.

Jacques Comeaux, Ph.D. (1983)*Associate Professor of Foreign Languages*

A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

James C. Crew, Ph.D. (1990)*Professor of Business*

B.S., M.Econ., Ph.D., North Carolina State University.

Roger H. Crook, Ph.D. (1949)*Professor of Religion*

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary.

Anne Dahle, M.Ed. (1972)

Director of Re-entry Program

A.B., Meredith College; M.Ed., North Carolina State University.

Charles Davis, Ph.D. (1969)

Professor of Mathematics

B.S., M.A.M., Ph.D., North Carolina State University.

James H. Eads, Jr., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama.

Lois Frazier, Ed.D. (1954)

Professor of Business

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

Phyllis W. Garriss, Mus.M. (1951)

Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

Rosalie P. Gates, Ph.D. (1965)

Professor of History

A.B., A.M., Ph.D., Duke University.

Alice Goode, Mus.B. (1974)

Instructor of Voice

Mus.B., Texas Tech University.

Bluma Greenberg, A.M. (1976)

Assistant Professor of Art

A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

Jo Guglielmi, Ph.D. (1987)

Associate Professor of Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State University.

Isabelle Haeseler, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary.

Carolyn Happer, Ph.D. (1986)

Associate Professor of History

A.B., Ph.D. Duke University; A.M., University of North Carolina at Chapel Hill.

Carol Hazard, Ph.D. (1996)

Associate Professor of Chemistry

A.B., University of St. Thomas; M.S., University of Texas; Ph.D., University of North Carolina at Chapel Hill.

Lee Heathcoat, Ed.D. (1989)

Associate Professor of Education

B.S., Southwestern State University; M.Ed., Ed.D., North Carolina State University.

John Hiott, M.Div. (1968)

Director of Scholarships and Financial Assistance

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

Ellen M. Ironside, Ph.D. (1983)

Dean of Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

Mary Bland Josey, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University.

Marie Capel King, M.Ed. (1971)

Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

Ione Kemp Knight, Ph.D. (1956)

Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill.

Vivian Kraines, Ph.D. (1979)

Professor of Mathematics

A.B., Ph.D., University of California.

Jerod Kratzer, Ed.D. (1986)

Professor of Education

B.S., St. Joseph's University; A.M., University of Delaware; Ed.D., North Carolina State University.

Ann W. Kurtz, Ph.D. (1979)

Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

William Ledford, Ph.D. (1957)

Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill.

Charles Lewis, III, Ph.D. (1980)

Associate Professor of Chemistry

B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill.

Marie Mason, Ph.D. (1969)

Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

Jay D. Massey, A.M. (1957)

Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

Murphy Osborne, Ed.D. (1988)

Vice President for Institutional Advancement

B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee.

Allen F. Page, Ph.D. (1973)*Professor of Religion*

A.A., Mars Hill College; A.B., Wake Forest University; M.Div., Union Theological Seminary; Ph.D., Duke University.

Cleo G. Perry, A.B. (1975)*Director of Alumnae Affairs*

A.B., Meredith College.

Dorothy K. Preston, Ph.D. (1961)*Professor of Mathematics*

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

Carolyn C. Robinson, A.B. (1958)*College Editor and Director of Publications*

A.B., Meredith College.

Nona Short, A.M. (1966)*Professor of Art/ Foreign Languages and Literatures*

A.B., University of Mississippi; A.M., University of Wisconsin.

Dorothy J. Sizemore, A.M. (1980)*Dean of Students*

A.B., William Jewell College; A.M., Georgetown College.

Donald Spanton, Ph.D. (1983)*Professor of Business*

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LaRose F. Spooner, Ed.D. (1967)*Vice President for Marketing*

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

Marilyn M. Stuber, Ed.D. (1965)*Professor of Human Environmental Sciences*

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

Eugene Sumner, D.S.W. (1973)*Professor of Social Work*

A.A., Mt. Olive College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

Leslie W. Syron, Ph.D. (1945)*Professor of Sociology*

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill.

Louise Taylor, Ph.D. (1978)*Professor of English*

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

Olive D. Taylor, M.Ed. (1970)*Assistant Professor of Mathematics*

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill.

Charles R. Tucker, Ph.D. (1966)*Professor of Sociology*

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

John E. Weems, Ed.D. (1972)*President*

B.S., A.M., Ed.D., George Peabody College.

Burgunde Winz, Ph.D. (1978)*Professor of Foreign Languages*

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill.

Inge Witt, A.B. (1976)*Adjunct Instructor of Music*

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

Betty Jean Yeager, A.B. (1948)*Faculty Secretary*

A.B., Meredith College.

Administration

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

OFFICE OF THE PRESIDENT

Maureen A. Hartford, Ed.D. (1999)

President

Catheryne P. Allen, (1998)

Assistant to the President and Secretary to the Board of Trustees

Carol A. Gramer, B.S. (2000)

Assistant to the President

Sue E. Kearney, A.M. (1966)

Assistant to the President for Special Projects

Jeannie Morelock, M.B.A. (1988)

Assistant to the President for Communications

RESEARCH, PLANNING AND ASSESSMENT

Pamela Steinke, Ph.D. (2008)

Director of Assessment and Institutional Research

Lori Wade Miller, B.S. (2003)

Institutional Research Analyst

Mary Wahl Schmitt, B.S. (2005)

Assessment and Technology Analyst

MARKETING AND COMMUNICATIONS

Kristi Eaves-McLennan, B.A. (2000)

Director of Marketing and Communications

Karen Dunton, B.A. (2004)

Associate Director of Marketing

Vanessa F. Harris, B.F.A. (2006)

Graphic Design Manager

Melyssa Allen, B.A. (2001)

Assistant Director of News and Media Relations

Mary Rose, B.A., B.A. (2005)

Senior Graphic Designer

Lauren Sumner, B.A. (2006)

Graphic Designer

David Timberlake, B.A. (2001)

Electronic Communications Manager

Gaye Hill, B.A., M.A. (2007)

Marketing Writer

Greg Jarvis, B.S., M.A., M.A. (2006)

Sports Information Director

Kaye Rains, B.A. (2001)

Office Manager

EVENTS AND COMMUNITY PROGRAMS

William Brown (1996)

Director of Events and Community Programs

Anne Henderson, A.B. (1995)

Community Programs Assistant

Natalie Herrman, B.A. (2005)

Events Coordinator Assistant

Cailen Waddell, B.F.A. (2007)

Technical Coordinator/Production Supervisor

Jim Frick, B.A., Ph.D. A.B.D. (2008)

Assistant Technical Coordinator/Assistant Production Supervisor

Academic Programs

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC PROGRAMS

Allen F. Page, Ph.D. (1973)

Vice President for Academic Programs

Cynthia Edwards, Ph.D. (1991)

Associate Vice President for Academic Programs

Mattie Hawkins, B.A. (2005)

Administrative Assistant

Amy Kinney, B.A. (1998)

Executive Assistant

Anne E. Pickard, A.A. (1974)

Senior Administrative Assistant

DEPARTMENTAL ASSISTANTS

Gail Carnagua, B.S. (2007)

Roberta Danilowicz, B.S. (2006)

Diana Davis, B.A. (2003)

Mary Doyle (2004)

Helen Fallwell (2001)

Gardner Kirkland, B.A. (2007)

Susan Humphrey, B.A. (2002)

Sharon Jones, B.S. (2001)

Debra Laube (2001)

Christie Lee (1991)

Mary Moffitt, B.A. (2006)

Kathy Palmieri, A.A. (2006)

Jeannette Rogers (1998)

Peggy Ross, M.S. (2007)

Karen Sampson, B.S. (1996)

Alyce Turner, A.B. (1993)

Martha Yates (2006)

LIBRARY

Laura Davidson, M.S.L.S. (2002)

Dean of Library Information Services

Dianne Andrews, B.A. (1995)

Interlibrary Loan Supervisor/Circulation Assistant

Cheryl Benze, M.M.E. (2001)

Music Library Supervisor

Monica Borden, B. M. (2002)

Technical Services Assistant

Brittany Boynton, B.A. (2007)

Circulation Assistant

Erica Edwards, B.S. (2007)

Circulation Assistant

Melanie Fitzgerald, B.S. (2000)

Cable Administrator

Martha Fonville, A.A. (2002)

Technical Services Assistant

Donna Garner, B.S. (1990)

Circulation Supervisor

Jennifer Hanft, M.S.L.I.S. (2007)

Reference Librarian

John W. Kincheloe III, A.M. (1985)

Media Specialist

Richard McBane, Jr., B.S.E.E. (1986)

Media Services Assistant Technician

Susan Kincheloe McClintock, M.S., M.S.L.S. (1988)

Head Reference Librarian

Jackie Manning, B.A. (2006)

Media Services Assistant

Carrie Nichols, M.L.S. (1995)

Catalog Librarian

Jean Porter, M.S.L.S. (2001)

Assistant Reference Librarian

Jean Rick, A.M., M.S.L.S. (1994)

Reference Librarian

Geraldine Sargent (1978)

Administrative Assistant

Judith Schuster, M.S.L.S. (2000)

Reference Librarian

Edward M. Waller, A.M., M.S.L.S. (1986)

Head of Technical Services

GRADUATE AND PROFESSIONAL STUDIES

Karen Sampson, B.S. (1996)

Assistant

GRADUATE STUDIES

Sylvia Horton, A.A.S. (2001)

Admissions Coordinator

PARALEGAL PROGRAM

Marisa Campbell, J.D. (2000)

Director

Valerie Campbell (2005)

Program Assistant

SCHOOL OF THE ARTS

Rebecca Bailey, Ph.D. (1984)

Dean

Alyce Turner, A.B. (1993)

Administrative Assistant

SCHOOL OF BUSINESS

Denise Rotondo, Ph.D. (2006)

Dean, School of Business and Professor of Business

Page Midyette, M.B.A. (2002)

Director, MBA Program

Allison Anthony, M.S. (2007)

MBA Recruiter

Tracy Knight (2002)

Administrative Assistant

Martha Yates (2006)

Departmental Assistant

SCHOOL OF EDUCATION, HEALTH AND HUMAN SCIENCES

Marie Chamblee, Ph.D. (1977)

Dean

Erin Barrow, M.A. (2007)

Graduate Admissions Counselor, Education

Jennifer Tebb, B.A. (2007)

Graduate Admissions Counselor, Nutrition

Veronica Johnson, A.B. (2005)

Administrative Assistant

SCHOOL OF HUMANITIES AND SOCIAL SCIENCE

W.Garrett Walton, Jr., Ph.D. (1986)

Dean

Barbara McKay (1997)

Administrative Assistant

SCHOOL OF NATURAL AND MATHEMATICAL SCIENCES

Elizabeth Wolfinger, Ph.D. (1992)

Dean

Connie Robledo, A.B. (2005)

Administrative Assistant

FACULTY DEVELOPMENT

TBA

Director

GENERAL EDUCATION

Paul Winterhoff, Ph.D. (1993)

Director

HONORS PROGRAM

Beth Mulvaney, Ph.D. (1989)

Director

INTERNATIONAL PROGRAMS

Betty Webb, Ph.D. (1974)

Director

Kevin Morrison, M.A. (2006)

Associate Director

Amanda Beasley, B.A. (2006)

Study Abroad Advisor

Christine Schulze, (2007)

Administrative Assistant

SERVICE LEARNING

Shannon Kelly, B.A. (2006)

Coordinator

SPONSORED PROGRAMS

Linda Hatcher, Ed.D. (2005)

Director

TEACHING FELLOWS PROGRAM

Allynn Stone, M.A. (2003)

Director

Julie Malley (2004)

Program Assistant

UNDERGRADUATE RESEARCH

Rebecca Duncan, Ph.D. (1997)

Director

WOMEN'S STUDIES

Sherry Shapiro, Ph.D. (1989)

Director

COOPERATING RALEIGH COLLEGES

Jennifer Spiker, M.S. (2007)

Director

College Programs

OFFICE OF THE VICE PRESIDENT FOR COLLEGE PROGRAMS

Jean Jackson, Ph.D. (1983)

Vice President

Mary Ann Beam, A.A. (1988)

Assistant to the Division

ASSOCIATE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

Daniel J. Green, D.M.A. (2002)

Associate Vice President for Enrollment Management

Luo Luo, M.A. (2008)

Enrollment Research Specialist

Donna Knott (2005)

Assistant to the Associate Vice President

OFFICE OF ACADEMIC ADVISING

Andrea Irby, M.A. (2008)

Director of Academic Advising

Donda Blake, A.A. (2002)

Office Assistant

LeNelle Patrick, M.Ed. (1999)

Interim Director

Donna Pilkington, B.S. (2000)

Program Assistant

Angela Shores, M.A. (2006)

Assistant Director of Academic Advising

ADMISSIONS

Cristan L. Trahey, M.Ed. (2008)

Director of Admissions

Meredith Bynum Lee, B.S. (2002)

Associate Director

Cricket McCoy, B.A. (2000)

Assistant Director, Transfer Program

Mary Mills, B.S. (2003)

Assistant Director, 23+ Program

Megan Deane Greer, B.A. (2006)

Assistant Director

Chris-Anne Felzien, B.A. (2007)

Admissions Counselor

LaShanda Howard, B.S. (2008)

Processing Assistant

Rebecca Lee, B.A. (2006)

Admissions Counselor

Lillian Mallia, B.A., MLS (2007)

Processing Assistant

Stephanie Ellis Myrto, B.A. (2004)

Assistant Director for Operations

Kirk Nuss, M.A. (2006)

Processing Assistant

Marina Offner, B.A. (2008)

Admissions Counselor

Denise Parker, B.S. (2005)

Assistant to the Director

Grace Sugg, B.A. (2008)

Admissions Counselor

Ann Troutman, B.A. (2001)

Recruitment Specialist

ATHLETICS

Jackie Myers, M.A. (2002)

Director

Fiona Barkley, B.S. (2007)

Head Volleyball

TBA

Assistant Volleyball

TBA

Assistant Softball

Dawn Granger, B.S. (2008)

Departmental Assistant

Greg Jarvis, M.A./M.A. (2006)

Sports Information Director

Bill Koester, (2005)

Assistant Cross Country

Robert Luckadoo, M.S. (2008)

Head Softball/Assistant Basketball

Sharon Malley, M.A. (2001)

Head Athletic Trainer

Amy Olsen, M.A. (2005)

Head Cross Country

Christopher Prentice, M.P.A. (2008)

Assistant Tennis

Ashley Riggs, B.S. (2007)

Assistant Soccer

Paul Smith, B.S. (2000)

Head Soccer

Kelly Weaver, J.D. (2006)

Head Tennis and Assistant Athletic Director

David Zinn, M.S./M.A. (2004)

Head Basketball

CAREER CENTER

Marie B. Sumerel, Ph.D. (2002)

Director

Dana Sumner, M.A. (2000)

Associate Director for Employer Relations

Amy Losordo, M.Ed. (2004)

Assistant Director for Career Development

Mary Ellen Philen, B.A. (1985)

Office Manager

Ann B. Phillips (1989)

Administrative Assistant

OFFICE OF THE CHAPLAIN

Samuel Carothers, M.Div. (1982)

Chaplain

TBA

Coordinator of Volunteer Services

Joanne Hatala (2007)

Administrative Assistant

COUNSELING CENTER

Beth Meier, M.A. (1993)

Assistant Director

Lynne Kohn, M.S.W. (1999)

Assistant Director

Lynn Bregman-Blass, L.M.F.T., (2006)

Assistant Director

Jill Triana, M.S. (2004)

Assistant Director, Coordinator of Disability Services

Henriette Williams-Alexander, M.S.W., (2006)

Disability Counselor

Crystal Burwell, M.A. (2008)

Disability Counselor

Angela Frederick, B.S., B.A. (2003)

Office Manager

OFFICE OF THE DEAN OF STUDENTS

Ann Gleason, M.Ed. (1997)

Dean

Tomecca Sloane, M.Ed. (2006)

Director for Commuter Life and Diversity Programs

Christina Bumgardner, M.Ed. (1994)

Co-Director for First Year Experience

Candice Fisher, M.Ed. (2006)

Co-Director for First Year Experience

Heidi LeCount, M.S. (2000)

Director of Residence Life

Amy Hayes (2004)

Office Manager

Donna LaHaye, A.A.S., (2006)

Residence Life Office Assistant

Lauren Cooper, B.A., (2007)

Residence Director

Emily Harkey, B.A., (2007)

Residence Director

Courtney Hodge, B.S., (2007)

Residence Director

Sarah May, B.S., (2005)

Residence Director

Sharlene Provilus, B.S., (2005)

Residence Director

Allison van den Berg, B.A., (2007)

Residence Director

FINANCIAL ASSISTANCE

Kevin Michaelsen, B.A. (2006)

Director

Betty Harper, B.S. (1994)

Associate Director

Sandra Rhyne, B.A., M.Ed. (2006)

Assistant Director for Scholarships & Campus Work

Belinda Styron, B.S. (1998)

Assistant Director

Miranda Lassiter, B.A. (2006)

Financial Assistance Counselor

Trea Marvin, B.A., M.B.A. (2007)

Information Specialist

Gini Stelle (1995)

Office Manager

HEALTH SERVICES

Sherri Henderson, MHS, PA (2007)

Director

Anne Smithson, M.D. (1995)

Physician

Melinda McLain, R.N.-C (1991)

Nurse

Iris Hutchison, R.N. (2007)

Nurse

Debbie Potter, R.N. (2007)

Nurse

OFFICE OF THE REGISTRAR

Jody Hamilton-Davis, M.A. (2003)

Registrar

Patricia Newton, BA (2005)

Operations Manager

Evie Odom, A.A. (2008)

Associate Registrar

Kathryn M. Potts, M.Ed. (2008)

Records Specialist

Linda Wann, B.A. (1999)

Associate Registrar

LyAshia Webb, B.S. (2008)

Records Manager

STUDENT ACTIVITIES AND LEADERSHIP DEVELOPMENT

Cheryl Jenkins, M.Ed. (1991)

Director

Nikki Curliss, M.Ed. (2000)

Associate Director

Betsy Dunn, M.Ed. (2007)

Assistant Director

Kathy Owen, B.A. (1999)

Office Manager

Business and Finance**OFFICE OF THE VICE PRESIDENT FOR
BUSINESS AND FINANCE****William F. Wade, Jr., B.S., C.P.A. (1986)***Vice President for Business and Finance***Steve Walters, B.A., M.P.A., M.B.A. (2007)***Associate Vice President for Business and Finance***Dee Perry (1996)***Administrative Assistant***BUSINESS AND FINANCE SERVICES****Lori Duke, B.S., C.P.A. (1999)***Controller***Susan Williams (2001)***Assistant Controller***Vickey Barsotti (2006)***Accounts Payable Clerk***Alicia Casadonte, B.S. (2008)***Compliance Specialist***Lisa Evans (2007)***General Ledger Accountant***Jill Pogledich (2007)***Accounts Receivable Processing Specialist***Mark Ridenour (2007)***Billing Coordinator***CAMPUS POLICE****Frank Strickland (1997)***Chief of Police***Carolyn Creech (2000)***Parking Director***Jerry Dayberry (2001)***CamCard Officer***Officers****Adrian Barsotti (2007)****Greg Gain (2001)****Charlie Graham (2007)****Peter Kemp (2007)****Thomas Knight (2007)****Lori Lorenzo (2006)****Robert Luedtke (1999)****William Moore (2007)****Holly Murphy (1998)****Albert Patterson (2006)****Debbie Schramm (2002)****Jennifer Schwachenwald (2005)****Michelle Sutton (2007)****Tracey Stephenson (2001)****Jean Trevathan (1994)****Eric Weaver (2007)****Kathy Weinel (2002)****Eddie Wheeler (1999)****COLLEGE STORE****Mary Ann Reese, B.S. (1984)***Manager***Marguriete Nelson (2000)***Accounting Clerk***Karen Oden, B.S. (2000)***Textbook Manager***Nola Stanley (2003)***GM Clerk***COPY CENTER****Kevin Walker (2001)***Supervisor***Lisa Swartz (2006)***Copy Center Assistant***FACILITIES SERVICES****Thomas Sherry, B.A. (2001)***Director of Operations***Harry Cadman, A.A.S. (1996)***Assistant Director of Projects and Grounds***Patty Blackwell, B.A. (1996)***CMMS Clerk/Customer Service Clerk***John Wilson, B.A., M. Div. w/RE, M.S. (1997)***Purchasing/Inventory Manager***Chelsea Beers (2003)***Office/Stockroom Assistant***MAINTENANCE****Ron Johnson, A.A. (2003)***Maintenance Manager***Joe Brown (1988)***Maintenance Supervisor***Tony Alston (2003)***HVAC Supervisor***Tommy Bridges (2006)****James Brown (2002)****Joey Brown (2003)****Mitchell Bryant (2008)****Rick Hagen, A.S. (1998)****David Hamlet (2003)****Gregg Haskell (2005)****James Jones (1981)****Glenn Miller (2000)****Keith Poole (1995)****Travis Plush (2008)****Jerry Rhodes, A.A. (2004)**

GROUNDS

Aaron Schettler, B.S. (2002)

Grounds Manager

Galdina Avila-Vega (1987)

Grounds Supervisor

Juan Avila (2003)

Roberto Avila (1992)

Ryan Douglas (2007)

Saul Hernandez (2004)

Jeff Malcolm (2007)

Neil McMillan (2007)

Harold Miller (2008)

HOUSEKEEPING

Steve Plocki (2003)

Housekeeping Manager

William Cooper (1986)

1st Shift Supervisor

Kris Householder (2003)

2nd Shift Supervisor

Gabina Tiberia Flores (2005)

Housekeeper, Massey House

Ma Idubina Avila (2006)

Justin Beers (2003)

Christopher Bunch (1995)

Charlie Dunn (2005)

Douglas Fulton (1994)

Edna Gregory (1989)

Malcom Howard (1998)

Willie Howard (1982)

Pam Jarrett (2007)

Maggie Lucas (2005)

Marilyn Lucas (1993)

Emma Pittman (1993)

Oscar Pulley (2004)

Louise Silver (2001)

Clara Smith (1980)

Silvia Alvarez Tovar (2003)

Mary Ann Tuck (1997)

Sheree Vann (2007)

Gary Wooten (2003)

Cynthia Yarborough (2007)

FOOD SERVICES (ARAMARK)

Thad O'Briant, B.A. (1990)

Manager

HUMAN RESOURCES

Pamela L. Davis, M.B.A. (2004)

Director

Alana Etter, PHR, B.S. (2008)

Assistant Director

Shawnaria McCoy, B.S. (2008)

Administrative Assistant

Kay Miller (1992)

Payroll Coordinator

Maripat Plocki (1998)

Benefits Coordinator

POST OFFICE

Alysia Davis (1990)

Postal Supervisor

Pat Kritzer (2002)

Information Services Assistant

Willie King (1956)

Postal Carrier

SUSTAINABILITY

Laura Fieselsman, B.A. (2008)

Coordinator

TECHNOLOGY SERVICES

Jeff Howlett, M.B.A. (2007)

Chief Information Officer

Douglas Alm, B.S. (1995)

Senior Network Engineer

Ron Anderson A.A. (2001)

Desktop Technician

Alex Arani (2005)

Laptop Support Specialist/Help Desk Analyst

Robin Baneth, M.S., M.A. (2008)

Campus Computing Specialist

Tim Bartlett (1996)

Director of User Services

Sorng Buntoum (2000)

Desktop Technician

Sharon Evans (2005)

Programmer Analyst

Naser Fayed (2002)

Senior Systems Engineer

Charisee Ford, M.S. (2008)

Help Desk Analyst

Bill George, B.A. (1999)

Senior Programmer/Analyst

Angela Gouge (1988)

Director of Information Systems

Melonie Ivey, M.Ed. (2002)

Director of Campus Computing Services

Jennifer Kane, B.S. (2004)

Help Desk Analyst

Virginia Kemp, B.S. (1982)

Telecommunications Specialist

Rebecca Kirstein, B.S. (2008)

Campus Computing Specialist

Bill Legge, B.S. (2006)

Director of Technical Business Operations

Andy Richards, B.S. (2000)

Web Specialist

Diane Sherman (2001)

Web Services Specialist

Ellie Smith (2005)

Information Systems Specialist

Khalia Spivey, M.C. (2007)

Help Desk Analyst

Cheryl Todd (2005)

Campus Computing Specialist

Mary Tschopp (1996)

E-Mail Administrator

Karen West, M.B.A. (1994)

Office Manager

INFORMATION

Patty Birch (2001)

Switchboard Operator

Institutional Advancement

OFFICE OF THE VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Connie L. Harris, B.S. (2002)

Vice President

Tara T. Brannon, M.Ed. (2007)

Manager, Development Communications and Donor Relations

Pat Duggins (2001)

Department Assistant

ADVANCEMENT SERVICES

Marilyn Jones, B.S. (1999)

Director of Advancement Services

A. Hasim Hakim, B.S. (2008)

Associate Director of Development Systems

Collene R. Freeman, B.A. (2005)

Gift Records Manager

ALUMNAE & PARENT RELATIONS

Hilary Allen, B.A. (2002)

Director of Alumnae & Parent Relations

TBD

Assistant Director

Meg Buckingham, M.Ed (2007)

Assistant Director

Claytona Nixon, B.S. (2008)

Department Assistant

CORPORATE AND FOUNDATION RELATIONS

Cindy Godwin, B.S. (2001)

Director, Corporate and Foundation Relations

MAJOR GIFTS

Billie Jo Cockman, B.A. (2000)

Associate Director

Susan H. Metts, B.A. (2007)

Associate Director

THE MEREDITH FUND

Jane Mitchell, B.A. (2002)

Director

Jean Gambrell, B.A. (2005)

Assistant Director

Aline Washington, B.A. (2007)

Phonathon Coordinator

GIFT PLANNING

Harold West, B.A. (1991)

Senior Director of Gift Planning

Facilities

Johnson Hall, named in memory of Livingston Johnson, is the main administration building and anchors the original campus quadrangle of six buildings. Built in 1925, it was occupied in early 1926 when the campus moved from downtown Raleigh to its present West Raleigh location.

Seven residence halls are located on the campus. **Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot** Residence Halls house 140–170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, vending machines and laundry facilities are conveniently located in the residence halls. All residence halls are equipped to support the campus wireless computer network.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. and Kilty Barefoot, and their family. Vann, Stringfield, Brewer and Faircloth residence halls were built in 1925 and are also a part of the original quadrangle of buildings.

Completing the original quadrangle is **Belk Dining Hall**. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk and is accessible to five of the residence halls by covered breezeways. The renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization. It is located in the center of the original campus courtyard.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater with balcony seating, a studio theater, and a learning center. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. This illuminated fountain is named in honor of Henry M. and Blanche M. Shaw and was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in a beautifully landscaped oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. The large stage area is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith. Traditionally the spring commencement exercises, and many other campus and community events, are held in the Amphitheater.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the Meredith Fund. It also contains the Mabel Claire Hoggard Maddrey Parlor, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat Kresge Auditorium, student activities offices, the college store, **The Bee Hive Cafe**, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974 and extensively renovated in 1996.

Park Center, completed in 1996, is connected to the Cate Center. The first floor houses offices for the John E. Weems Graduate School, the Paralegal, the 23+, and the Executive and Professional Programs. The second floor houses various student development offices including the Dean of Students, Residence Life, and Commuter Life. It is named in honor of Roy and Dorothy Park.

Named in honor of Marquerite Noel, the **Noel House** was originally used for student housing. In 1998, it was renovated to house the Office of Technology Services.

Shearon Harris Building, constructed in 1982, houses the School of Business and the Department of Communications. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. It houses the Frankie G. Weems Art Gallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929–43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the School of Education, and the Departments of Psychology, and Sociology and Social Work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yarkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The Library moved from the second floor of Johnson Hall to its present building in 1969. Information about the Library and its services can be found on page () or at the library's web site: <http://www.meredith.edu/library>.

Martin Hall provides classrooms and laboratories for the Department of Human Environmental Sciences and the Department of Foreign Languages and Literatures. The building reopened in 2004 following renovations. The building is named for Margaret Craig Martin, '30, an alumna whose service to the College includes being a member of the faculty, alumnae director and a member of the College's Board of Trustees.

The **Science and Mathematics Building** contains over 80,000 square feet of classrooms, state of the art computer and science laboratories, and faculty offices for the Departments of Chemistry and Geosciences, Biology and Health Sciences, and Mathematics and Computer Science. The building also contains a telescope teaching/ observation platform, an interior courtyard with outdoor teaching spaces, and a glass atrium entrance.

Carroll Health Center was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. It houses the Health Center and the Counseling Center.

Ellen Brewer House was originally used for the resource management practicum in the Home Economics Department. It now contains an infant/toddler lab home operated by the Child Development program within the Department of Human Environmental Sciences. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, Margaret Weatherspoon Parker Fitness Center and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available as a guest residence for visiting professors and certain official college guests. Named for former History Professor Dr. Sarah Lemmon, it is located across from the back gate of the College off Faircloth Street.

The Faw Garden, as well as the Margaret Craig Martin, Cleo G. Perry, and Frankie G. Weems Gardens; the Elva Wall Davis Gate at Faircloth Street, and the Meredith Lake are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located throughout the campus including the parking lot adjacent to the chapel, along the front drive, in front of the Alumnae House, behind Belk Dining Hall and adjacent to Wainwright Music Building. Campus maps are available at the security station along the front campus drive, from campus security, or in the Office of Admissions.

Location

Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 374,320 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

Meredith College

Calendar for 2008–2009

FALL SEMESTER 2008

Arrival of new students	SAT AUG 16
Registration and Add/Drop	TUES AUG 19
Classes begin	WED AUG 20
Last day to drop a course without paying	TUE AUG 26
Last day to add a course	TUE AUG 26
Labor Day Holiday—No classes held	MON SEP 01
Last day to make a grading change	WED SEP 17
Mid-Term	TUE OCT 07
Progress Reports due at 12 Noon	WED OCT 08
Autumn Recess	THU OCT 09–SUN OCT 12
Classes resume at 8 a.m.	MON OCT 13
Last Day to withdraw from a class	TUE OCT 21
Thanksgiving Recess	WED NOV 26–SUN NOV 30
Classes resume at 8 a.m.	MON DEC 01
Last day of classes	WED DEC 03
Reading day; music juries	THU DEC 04
Final Examinations	FRI DEC 05–SAT DEC 13
Commencement	SAT DEC 13

SPRING SEMESTER 2009

Registration and Drop/Add	THU, FRI JAN 08–09
Classes begin	MON JAN 12
Last day to drop a course without paying	FRI JAN 16
Last day to add a course	FRI JAN 16
Holiday—Martin Luther King Day	MON JAN 19
Last day to make a grading change	MON FEB 09
Mid-Term	FRI FEB 27
Progress Reports due at 12 Noon	FRI FEB 27
Spring Recess	MON MAR 2–SUN MAR 8
All Offices Closed for Spring Break	FRI MAR 06
Classes resume at 8 a.m.	MON MAR 09
Last Day to withdraw from a class	FRI MAR 20
Easter Recess	FRI APR 10–MON APR 13
Classes resume at 8 a.m.	TUE APR 14
Celebrating Student Achievement (No Classes)	THU APR 23
Last Day of Class	THU APR 30
Reading day; music juries	FRI MAY 01
Final Examinations	SAT MAY 02–FRI MAY 08
Commencement	SUN MAY 10

SUMMER 2009

Classes will not meet Monday May 25 and Friday, July 3	
First six-week session (Day and Evening)	May 11–June 19
Second six-week session (Day and Evening)	June 22–July 31
First three-week session	May 18–June 5
Second three-week session	June 8–June 26
Third three-week session	July 6–July 24
Opening day of class for	
2009–2010 Academic Year	Wednesday, August 19

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

Meredith College

Calendar for 2009–2010

(Tentative)

FALL SEMESTER 2009

Arrival of new students	SAT AUG 15
Registration and Add/Drop	TUE AUG 18
Classes begin	WED AUG 19
Last day to drop a course without paying	TUE AUG 25
Last day to add a course	TUE AUG 25
Labor Day Holiday—No classes held	MON SEP 07
Last day to make a grading change	WED SEP 16
Mid-Term	TUE OCT 06
Progress Reports due at noon	WED OCT 07
Autumn Recess	THU OCT 08–SUN OCT 11
Classes resume at 8:00 a.m.	MON OCT 12
Last Day to withdraw from a class	WED OCT 21
Thanksgiving Recess	WED NOV 25–SUN NOV 29
Classes resume at 8:00 a.m.	MON NOV 30
Last day of classes	WED DEC 02
Reading day; music juries	THU DEC 03
Final Examinations	FRI DEC 04–THU DEC 10
Commencement	SAT DEC 12

SPRING SEMESTER 2010

Registration and Drop/Add	TUE JAN 12
Classes begin	WED JAN 13
Holiday—Martin Luther King Day	MON JAN 18
Last day to drop a course without paying	WED JAN 20
Last day to add a course	WED JAN 20
Last day to make a grading change	WED FEB 10
Spring Recess	MON MAR 1–SUN MAR 07
All Offices Closed for Spring Break	FRI MAR 05
Classes resume at 8:00 a.m.	WED MAR 10
Mid-Term	THU MAR 11
Progress Reports due at 12:00 Noon	FRI MAR 12
Last Day to withdraw from a class	FRI MAR 26
Easter Recess	FRI APR 02–MON APR 05
Classes resume at 8:00 a.m.	TUE APR 06
Celebrating Student Achievement (No Classes)	THU APR 22
Last day of Classes	THU APR 19
Reading day; music juries	FRI APR 30
Final Examinations	SAT MAY 01–FRI MAY 07
Commencement	SUN MAY 09

SUMMER 2010

Classes will not meet Monday May 31 and Monday, July 5	
First six-week session (Day and Evening)	May 17–June 25
Second six-week session (Day and Evening)	June 28–Aug 06
First three-week session	May 24–June 11
Second three-week session	June 14–July 02
Third three-week session	July 12–July 30
Opening day of class for 2010–2011 Academic Year	TBD

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

Correspondence and Visits

The mailing address of Meredith College is
3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is **(919) 760-8600**.

The Meredith fax number is **(919) 760-2828**.

Information on Meredith is available at: www.meredith.edu

Academic Records

Office of the Registrar, 760-8593
registrar@meredith.edu

Admissions (Traditional age and Age 23+ Program)

Office of Admissions, 760-8581 or 1-800-Meredith
admissions@meredith.edu

Adult Student Information (non-degree)

Office of Admissions, 760-8581
admissions@meredith.edu

Alumnae Matters

Office of Alumnae & Parent Relations, 760-8548
alumnae@meredith.edu

Athletics

Athletics Office
760-8205

Catalogue Requests

Office of Admissions, 760-8581
admissions@meredith.edu

Campus Events

760-8533
events@meredith.edu

Campus Chaplain

Sam Carothers, 760-8346
carotherss@meredith.edu

Office of Community Outreach

Office of Community Outreach, 760-8450
outreach@meredith.edu

Educational Programs

Vice President for Academic Programs, 760-8514

Expenses

Vice President for Business and Finance, 760-8516

Financial Assistance

Office of Financial Assistance, 760-8565
or 1-800-MEREDITH
finaid@meredith.edu

Graduate Employment

Meredith Career Center, 760-8341
career@meredith.edu

John E. Weems Graduate School

760-8423
graduate@meredith.edu

Housing Matters

Office of Residence Life and Housing, 760-8633

Institutional Research

Office of Research, Planning and Assessment, 760-2364

Masters in Business Program/School of Business

760-2281
mbsa@meredith.edu

News Items/Publications

Office of Marketing and Communications, 760-8455
marketing@meredith.edu

Paralegal Program

Office of Graduate and Professional Studies, 760-2855
paralegal@meredith.edu

Parents Association

Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Student Employment

Office of Financial Assistance, 760-8565
finaid@meredith.edu

Student Interests

Office of the Dean of Students, 760-8521

Student Reports

Office of the Registrar, 760-8593
registrar@meredith.edu

Summer School

Office of the Registrar, 760-8593
summer@meredith.edu

Transcripts

Office of the Registrar, 760-8593
registrar@meredith.edu

Vocational Testing

Meredith Career Center, 760-8341
career@meredith.edu

Volunteer Services

Lynne Wheatley, 760-8357
wheatleyl@meredith.edu

Enrollment for 2007–2008

Summer School 2007

Total Summer Registrations	1,019
Unduplicated Summer Enrollment	674

Undergraduate Students, Fall 2007

Degree Candidates for Bachelor of Arts, Bachelor of Science, Bachelor of Music and Bachelor of Social Work	1,935
Non-degree Students	104
Cooperating Raleigh Colleges	40
Other	64
Total Students in Undergraduate Credit Courses	2,039

Graduate Students, Fall 2007

Degree Candidates for Master of Business Administration, Master of Education, Master of Science in Nutrition and Master of Music	130
Non-degree Students	33
Dietetic Internship Program Students	12
Post-Baccalaureate Students	21
Total Students in Graduate-level Courses	163

Total Enrollment, Fall 2007

Total Degree Candidates	2,065
Total Non-Degree Students	137
Total Enrollment for Credit	2,202

Non-Credit Registrations, Fall 2007

Continuing Education	530
Paralegal Program	121
Community Outreach	400
Audit Courses	9
Music	559
Preparatory	450
Chorus/Chorale	109
Total Registrations in Non-Credit Classes/Programs	1,089

Fall 2007 Geographic Distribution of Students in Credit Courses:

Alabama	2
California	2
Colorado	2
Connecticut	4
Florida	9
Georgia	8
Idaho	1
Indiana	4
Iowa	1
Kentucky	1
Maine	3
Maryland	14
Massachusetts	3
Michigan	1
Mississippi	1
Missouri	2
Nebraska	1
New Hampshire	1
New Jersey	5
New York	13
North Carolina	1,992
Ohio	8
Pennsylvania	6
South Carolina	13
Tennessee	3
Texas	3
Virginia	75
West Virginia	1
Wisconsin	1
Foreign Countries (18)	22
Total	2,202

An aerial photograph of the Meredith College campus, oriented horizontally. The image is overlaid with 39 numbered circles (1-39) indicating specific locations. The campus features a large central building complex, several smaller buildings, a large circular driveway or plaza on the left, and a large oval-shaped area on the right. The surrounding area includes roads, parking lots, and green spaces. The numbers are distributed across the campus, with higher numbers generally appearing towards the right side of the image.

- | | | | | |
|--|---|---|---|--|
| 1. Barefoot Residence Hall | 17. Hillsborough Street Entrance | 23. Martin Annex | 28. Park Center (Executive and Professional Programs, | 34. Stringfield Residence Hall |
| 2. Bek Dining Hall (Wannwright Conference Suite) | 18. Johnson Hall (Administration) | 24. Martin Hall (Foreign Languages; Human | 29. Potatat Residence Hall | 35. Tennis Courts |
| 3. Brewer House (Infant Care Teaching Lab) | 19. Jones Chapel | 25. Massey House (Environmental Sciences) | 30. Science and Mathematics Building | 36. Vann Residence Hall |
| 4. Brewer Residence Hall | 20. Jones Hall (Auditorium; Studio Theater; Learning Center) | 26. McIver Amphitheater & Meredith Lake | 31. Driving Range | 37. Wannwright Music Building (Carwell Concert Hall; Music & Theatre) |
| 5. Campus Police/Copy Center | 21. Joyner Hall (History/Political Science, English, Religion/Philosophy) | 27. Noel House (Technology Services) | 32. Softball Field | 38. Weatherspoon Building (gymnasium, dance studio, pool, Parker Fitness Center) |
| 6. Carlyle Campbell Library | 22. Lefford Hall (Psychology, Education, Sociology & Social Work) | | 33. Spangler Gazebo and Garden | 39. Meredith Soccer Complex (Center, Post Office) |
| 7. Carroll Health Center | | | | |
| 8. Cate Student Center (Kresge Auditorium, Student Activities Center, Post Office) | | | | |

A) Construction Site of New Apartments: To Be Completed Summer 2009

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...that I'm ready to try something new...that I don't
easy to take my place in it...I believe that a good life starts here. At Mer
can be taught. And I plan to learn it...that the best
know everything. Yet...in learning by doing—even if I get my hands dirty in t
can be taught. And I plan to learn it...that the best colleges are good con